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ABSTRACT

The learning resources program at Tarrant Count Junior College calls for a district-wide resource dedicated to the support of instruction. Traditional library and media services are subsumed within this approach. The operational model consists of many interrelated subsystems most of which are described by flow charts. The systems viewpoint is utilized for all decisions at whatever level, for staffing, position classification, budgeting, and long-range planning. (AB)

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LEARNING RESOURCES OPERATIONAL MODEL

June 1971

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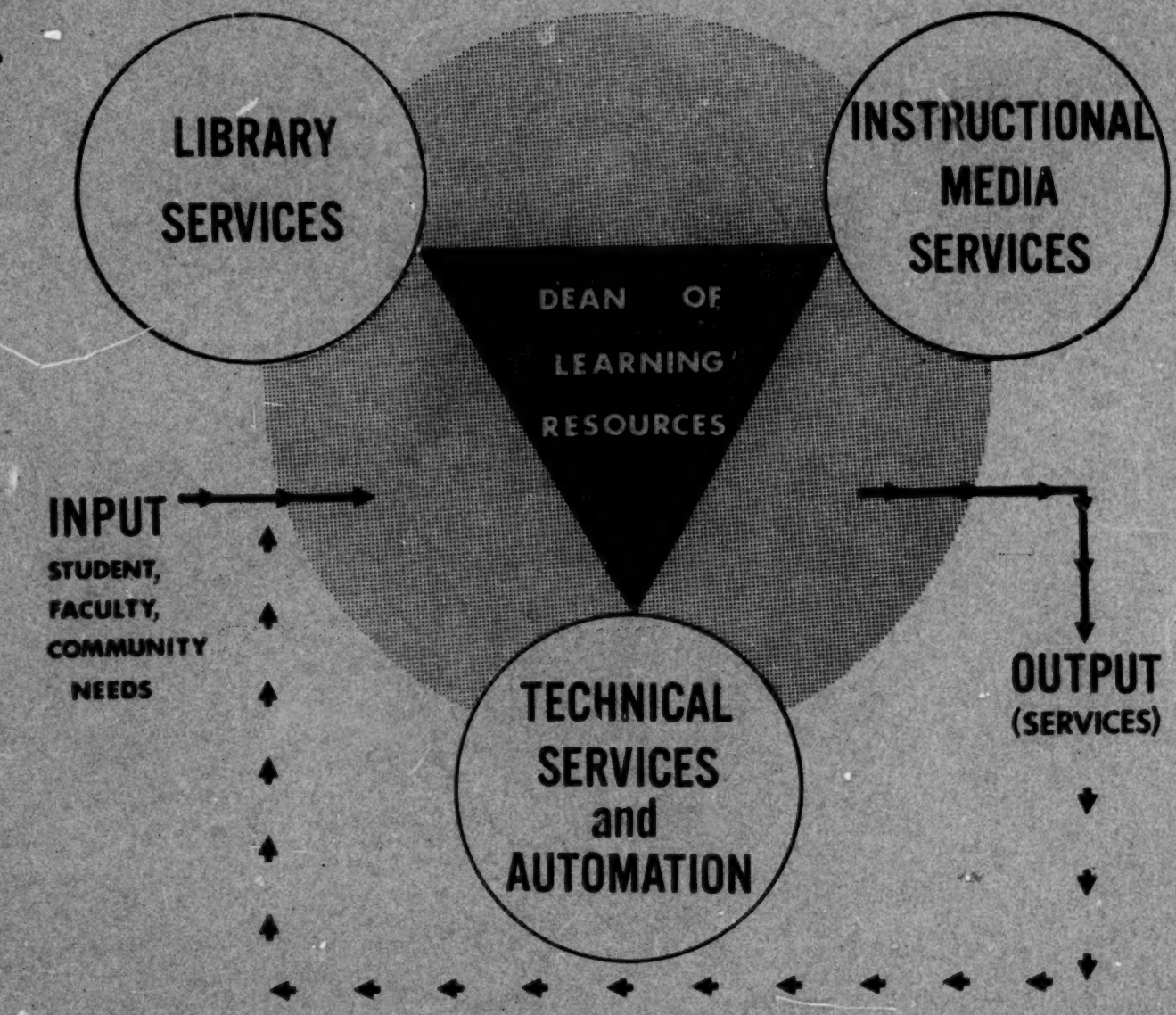
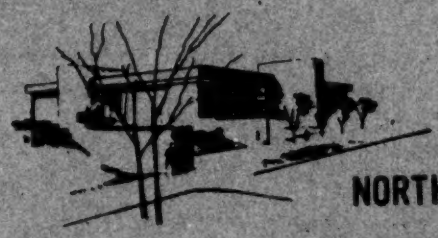


TARRANT COUNTY JUNIOR COLLEGE

SOUTH CAMPUS

5301 Campus Drive
Fort Worth, Texas 76119



NORTHEAST CAMPUS

828 Harwood Road
Hurst, Texas 76053

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1 63p.

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PREFACE

This document is the result of a rather interesting evolutionary process which began during a coffee break one afternoon several years ago. As I remember it, library and media staff members (at that time we were separate services sharing a building) began discussing the reasons for our existence. Someone stepped to the chalkboard and began writing down statements of purpose as they were generated and discussed.

This introspective interest in our reasons for being persisted and formed the basis for several staff meetings later on. Further impetus came from the Northeast Campus administration in the form of a request for a systematic look at the entire campus operation, including the Learning Resources program (by then the terminology used to describe the entity which had resulted from the marriage of library and media services).

Hence, this document! It is an attempt to show the present organization and operation of the Learning Resources program at T.C.J.C., and to point the direction this program is taking. It seeks to predict the progress the program will make during the next five years and the resources that will be needed to make this progress possible.

This document is already out of date. It will, in fact, never be completely current for the program it attempts to picture is ever-changing. This is the way it should be, for the Learning Resources program is constantly responsive to the changing needs of T.C.J.C. students and faculty.

Much time and thought has gone into the preparation of this document. If it should prove to be helpful to present and future Learning Resources staff members and to other interested persons, the effort expended will have been worthwhile.

Paul Vagt
Dean of Learning Resources
May, 1971

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INTRODUCTION

The idea underlying a unified "learning resources program" at Tarrant County Junior College calls for a district-wide resource dedicated to the support of instruction. Traditional library and media services are subsumed within this approach, making possible the most efficient use of modern educational technology for the ultimate benefit of each student enrolled at TCJC.

Everyone can stand up and cheer for this theoretical concept, but putting the theory into effective practice is a horrendous task! Nearly forty people devote eight hours per day to the task, and over half a million dollars of the TCJC District's operating funds are expended annually for this purpose, and the job still is not done!

The job obviously never will be completed. Instead, it is becoming increasingly complex as new techniques are developed, more students enroll and additional faculty members are employed. Long range planning becomes critically important and must be based on accurate and pertinent information. Decision making must have this same kind of accurate basis, or it will inevitably lead to disaster. A systematic approach to the Learning Resources program, making use of scientific management and decision making techniques is, therefore, essential as the operation grows.

The Systems Approach to Learning Resources. The operational model on the cover of this document portrays the overall Learning Resources system. Although it has been simplified purposely for ease of comprehension, the model actually consists of many subsystems, most of which are described by means of flow charts on the following pages. Many of these subsystems consist of smaller subsystems themselves. To grasp an accurate picture of the complexity of the Learning Resources program, one must study carefully each of the subsystems and their interactions with each other.

Assuming the subsystems are the right ones for our purposes, the success of the overall program depends largely upon smooth interaction between the subsystems. Personnel and resources must be seen in the light of this interaction. Decisions governing policy and operation must be made with due consideration for this interaction. Changes in subsystems made necessary by changing demands from students and/or faculty (input to the overall system) must be effected with careful attention to this interaction.

The necessity for seeing the Learning Resources program as consisting of a highly complex unit made up of interrelated subsystems is obvious. Staffing, position classification, budgeting, long range planning; in fact, all decisions at whatever level should be made from the perspective of a systems viewpoint. This document presents the Learning Resources program from this perspective.

2 LEARNING RESOURCES OVERVIEW

Goals
Master System
Organizational Chart
Projections

LEARNING RESOURCES GOALS

1. To assist in every facet of the learning process.

2. To maintain and develop a viable materials collection relative to the T.C.J.C. District curriculum.

3. To encourage cultural, recreational, and personal enrichment.

4. To provide efficient dissemination of information.

5. To evaluate and improve the effectiveness of the Learning Resources Program.

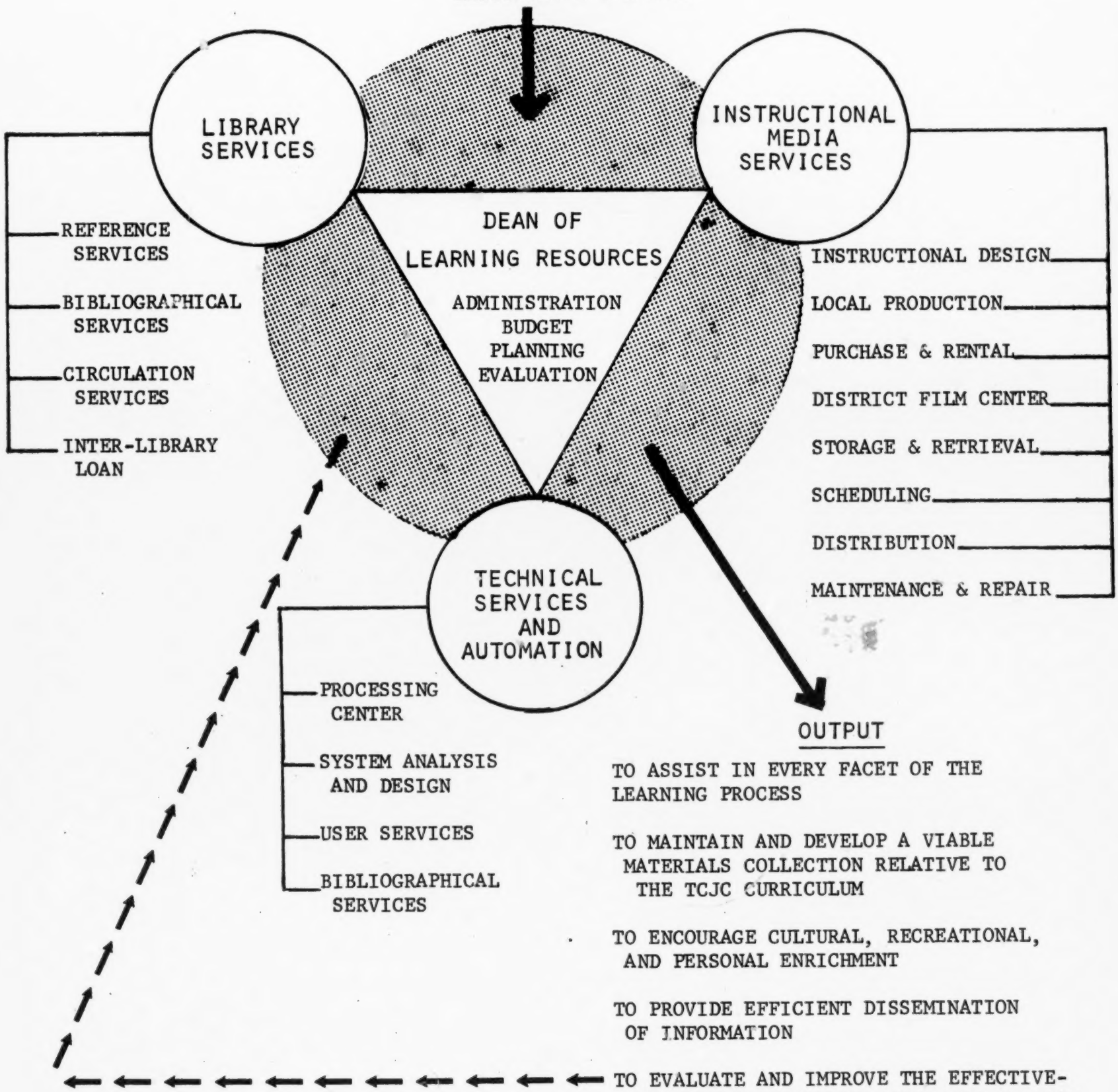
MASTER SYSTEM

INPUT

STUDENT NEEDS FOR
LEARNING AND CULTURAL GROWTH

FACULTY NEEDS FOR
INSTRUCTIONAL DESIGN
ASSISTANCE AND SUPPORT

COMMUNITY NEEDS FOR
RESOURCES & SERVICES



OUTPUT

TO ASSIST IN EVERY FACET OF THE LEARNING PROCESS

TO MAINTAIN AND DEVELOP A VIABLE MATERIALS COLLECTION RELATIVE TO THE TCJC CURRICULUM

TO ENCOURAGE CULTURAL, RECREATIONAL, AND PERSONAL ENRICHMENT

TO PROVIDE EFFICIENT DISSEMINATION OF INFORMATION

TO EVALUATE AND IMPROVE THE EFFECTIVENESS OF THE LEARNING RESOURCES PROGRAM

LEARNING RESOURCES PROJECTIONS

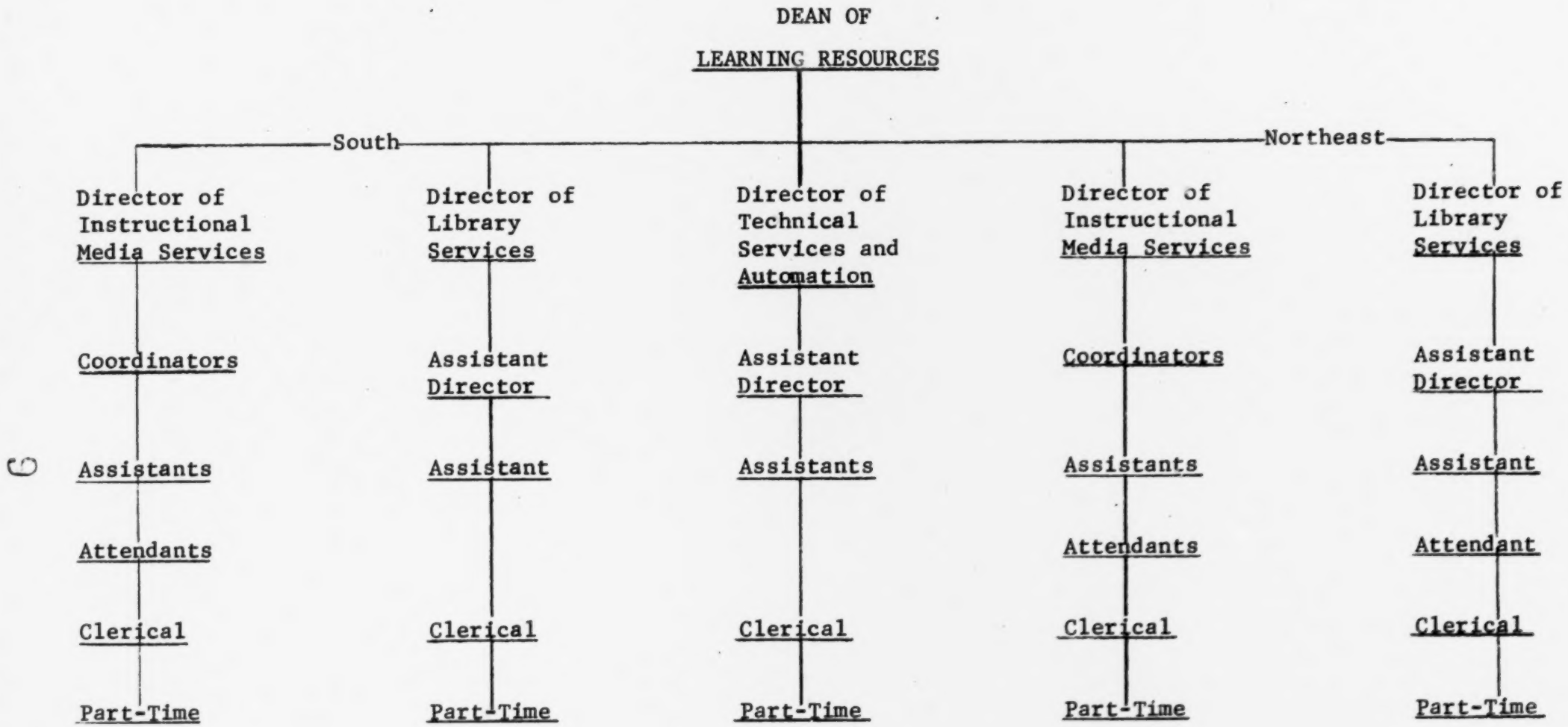
Systematic planning for the future has first priority in current Learning Resources projections. In the past, planning has usually been left until budget preparation required crash programs to meet deadlines. Planning under these circumstances is meaningless. Staff meetings devoted strictly to looking ahead will be held on regular schedules next year.

Several areas which require careful planning are already evident. One of these is the organization of district services. The entire automation and processing operation is included under this heading and is treated in the document on pages 48–54. In addition, planning for a district-wide service includes a graphics production facility, the film library, storage for little used materials, and the over-all function of the office of Dean of Learning Resources. The addition of a third campus and possibly a fourth to the present multi-campus system makes this a truly critical area of planning.

The growing need for satellite centers to support instruction is another area demanding careful attention because of the requirements for staff and resources inherent in this type of service. Instructional development already taking place in biology, behavioral sciences, nursing, electronics, physical education and other subject areas is requiring satellite centers of various designs.

Instructional development itself places new demands on the services of the Learning Resources staff. Professional assistance in the design of instruction, as well as the production of materials, is a crucial service the Learning Resources program must provide. This too requires careful planning.

Specific projections for staff, space, and resources in each of these and other areas are discussed in the appropriate sections of this document.


DEAN OF
LEARNING RESOURCES
South
Northeast
Director of Instructional Media Services
Director of Library Services
Director of Technical Services and Automation
Director of Instructional Media Services
Director of Library Services
Coordinators
Assistant Director
Assistant Director
Coordinators
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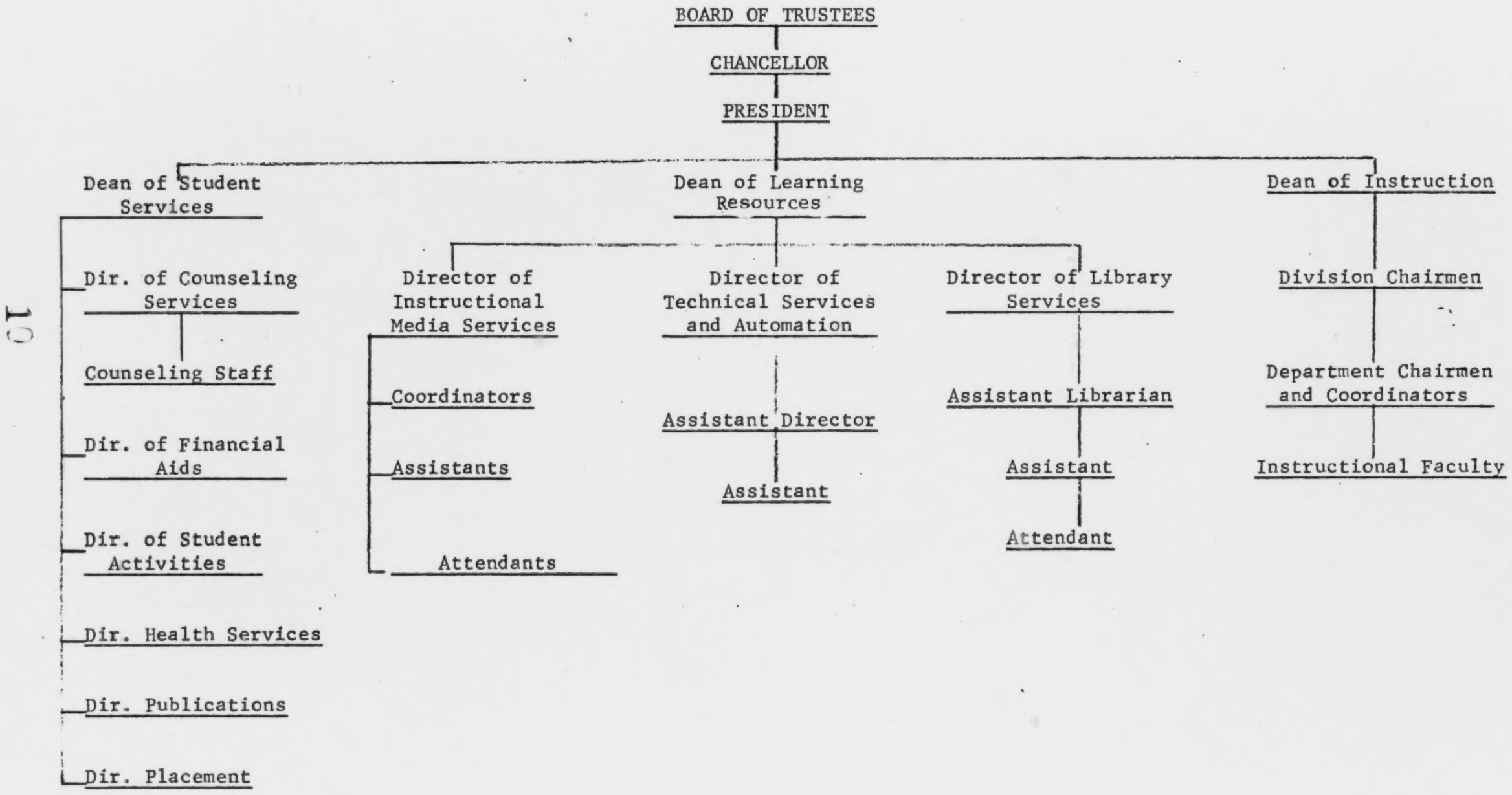
TARRANT COUNTY JUNIOR COLLEGE DISTRICT
CAMPUS ORGANIZATION



3 DISTRICT TECHNICAL SERVICES AND AUTOMATION DIVISION

Objectives
Subsystems Flow Charts
Job Descriptions
Job Assignments
Levels of Authority and Decision Making
Position Responsibilities
Criteria for Position Appointment
Projections

DISTRICT TECHNICAL SERVICES AND AUTOMATION DIVISION OBJECTIVES

1) To support the learning resources goals through the planning, implementing and maintaining of a comprehensive automation program.

2) To assist in providing maximum and superior learning resources services to students, faculties and staffs with a minimum of library personnel.

3) To provide accurate, complete and efficient ordering, receiving, cataloging, classifying and processing of all learning resource materials.

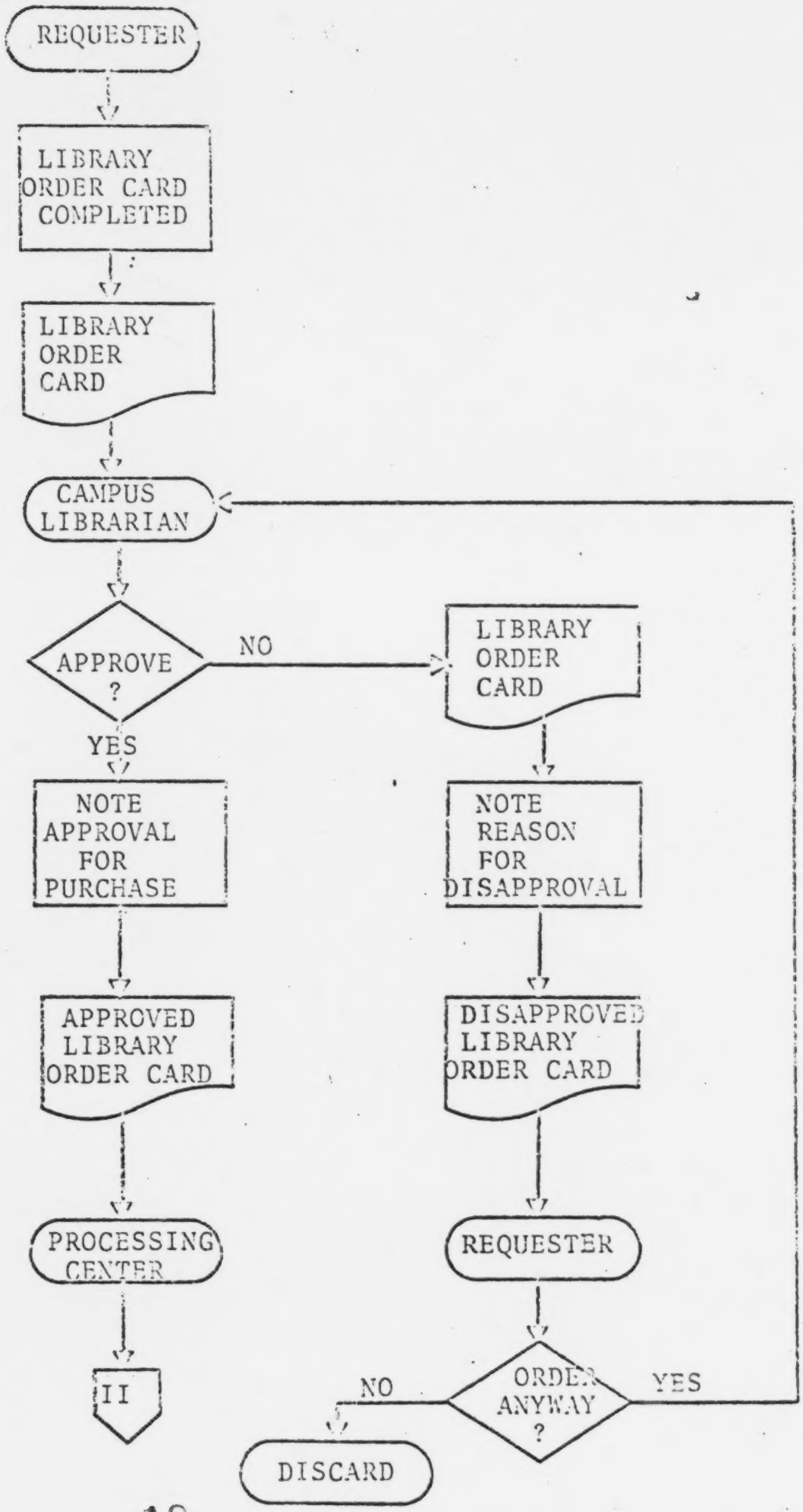
4) To make available for public use an accurate record (catalog) of all learning resource materials.

5) To provide each staff with reports and analyses of their services in order that those services might be interpreted properly, refined and improved.

6) To remove from each staff the burden of performing many routine and mundane tasks in order that the staff might utilize their talents to the ultimate in working with students, faculty, staff and materials.

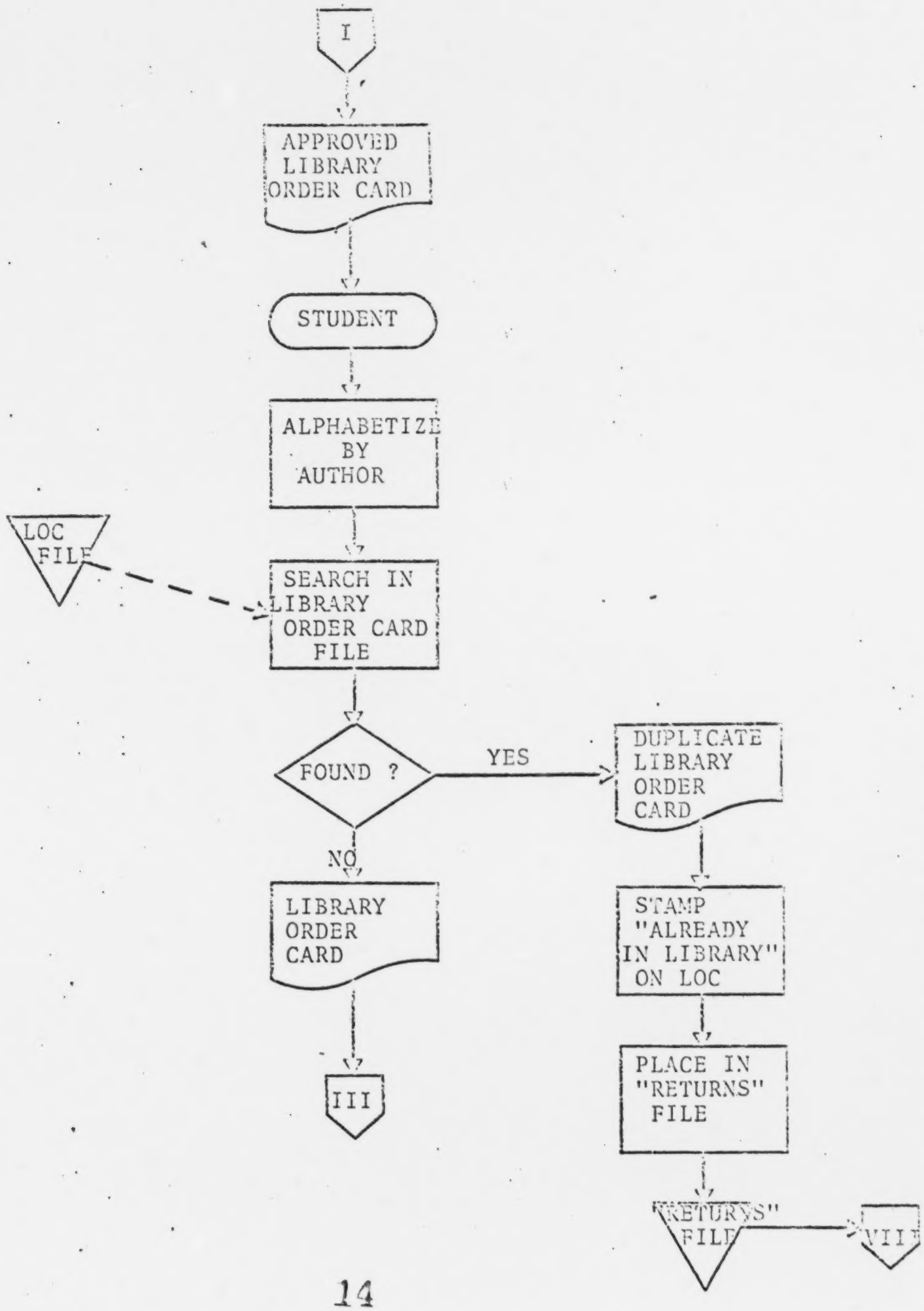
7) To remove from the students, faculty, and staff all barriers to their intelligent, rapid and pleasant use of the resources.

RECEIVING AND APPROVING REQUESTS FOR PURCHASE



II

SEARCHING AND VERIFYING INFORMATION ON LIBRARY ORDER CARDS/1



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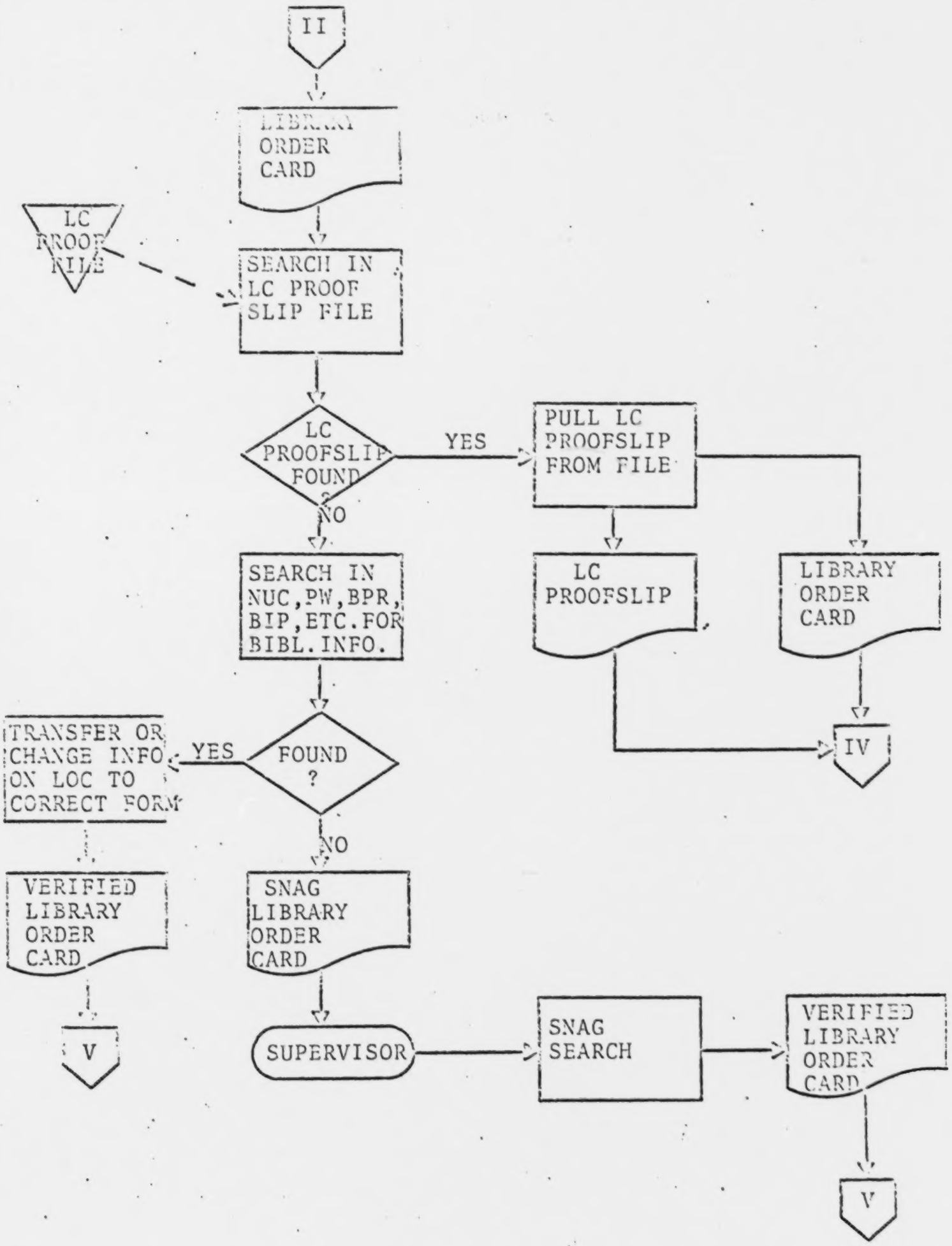
SEARCHING AND VERIFYING INFORMATION ON LIBRARY ORDER CARDS/2



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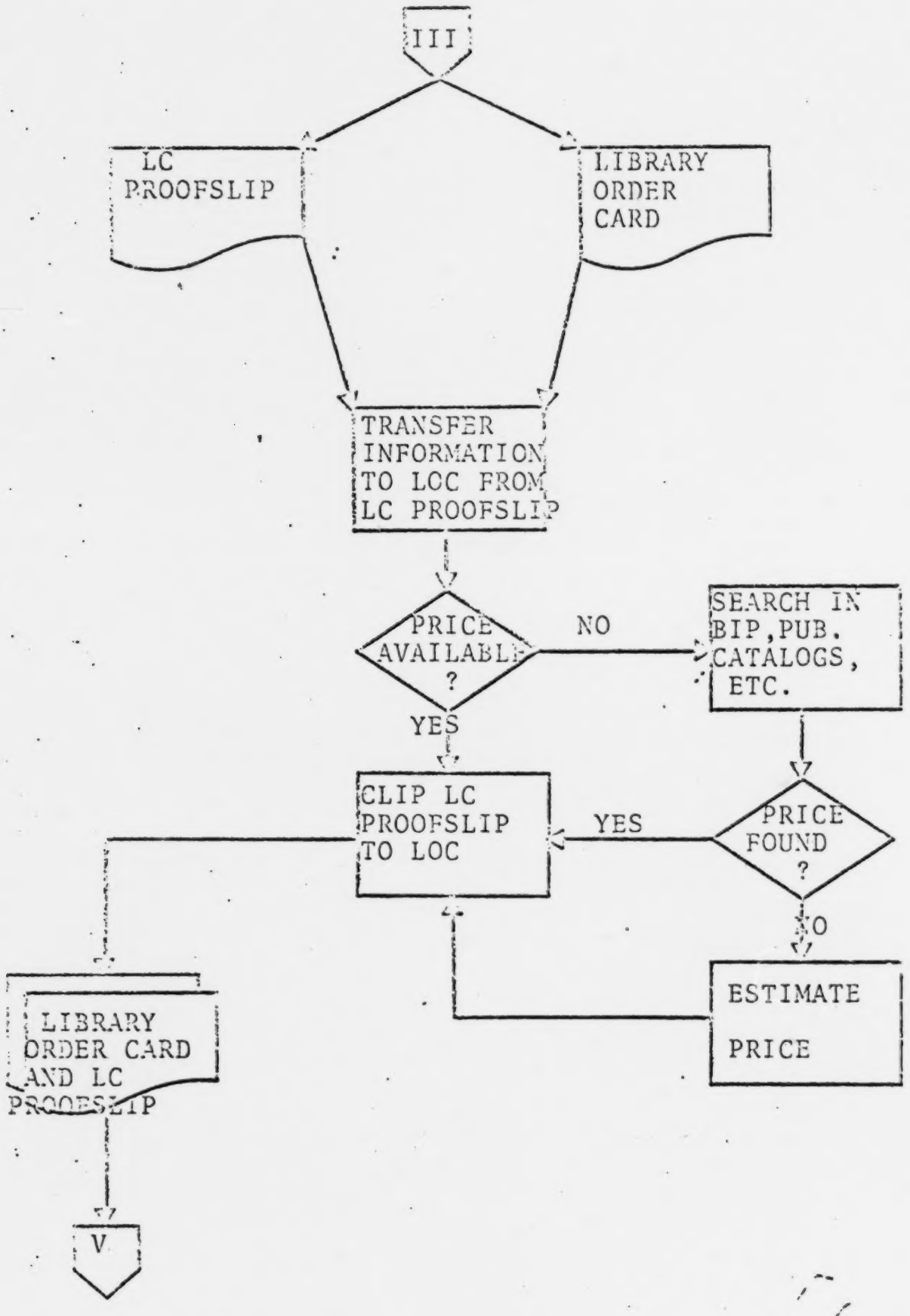
SEARCHING AND VERIFYING INFORMATION ON LIBRARY ORDER CARDS/3



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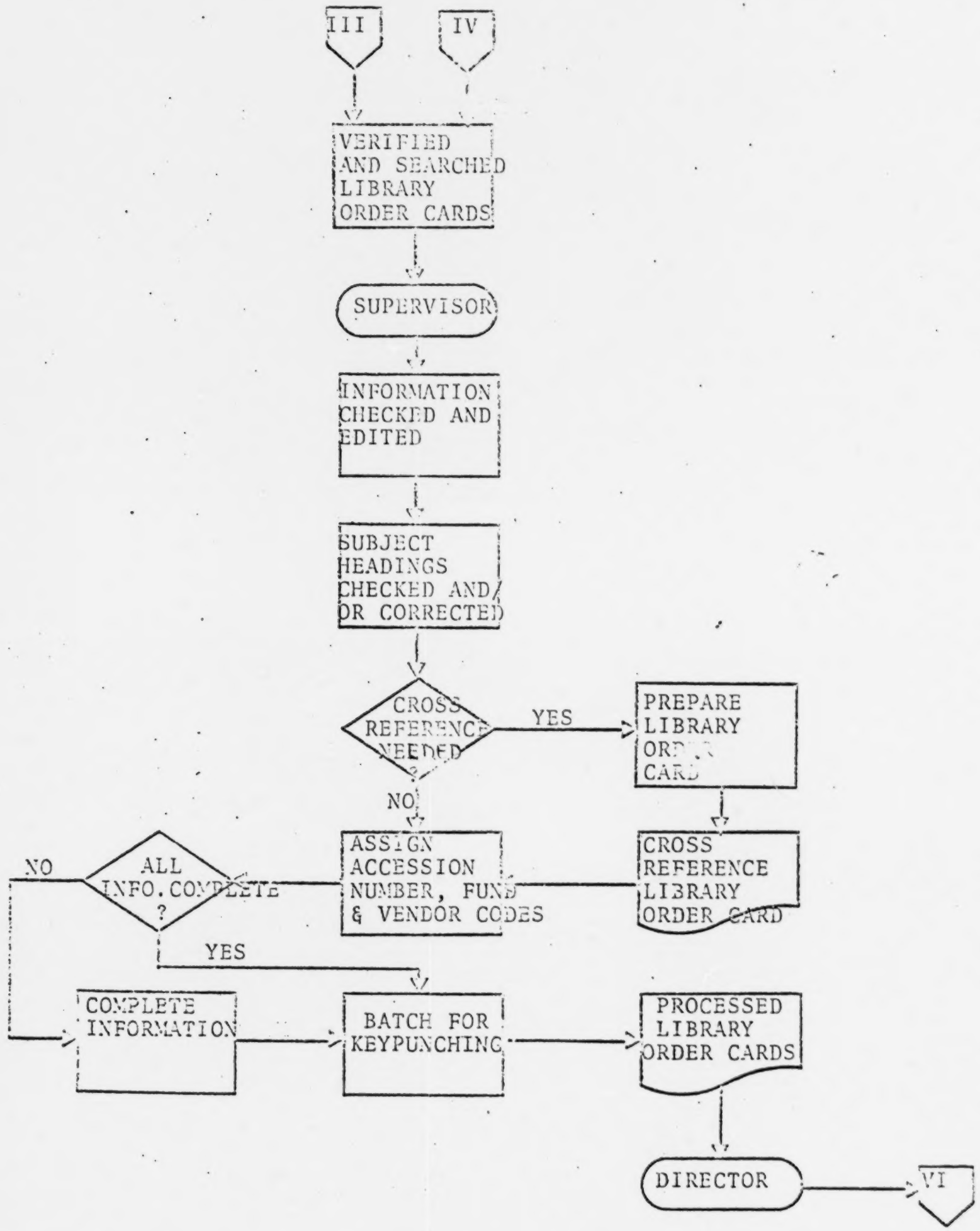
EDITING AND CODING INFORMATION ON LIBRARY ORDER CARDS



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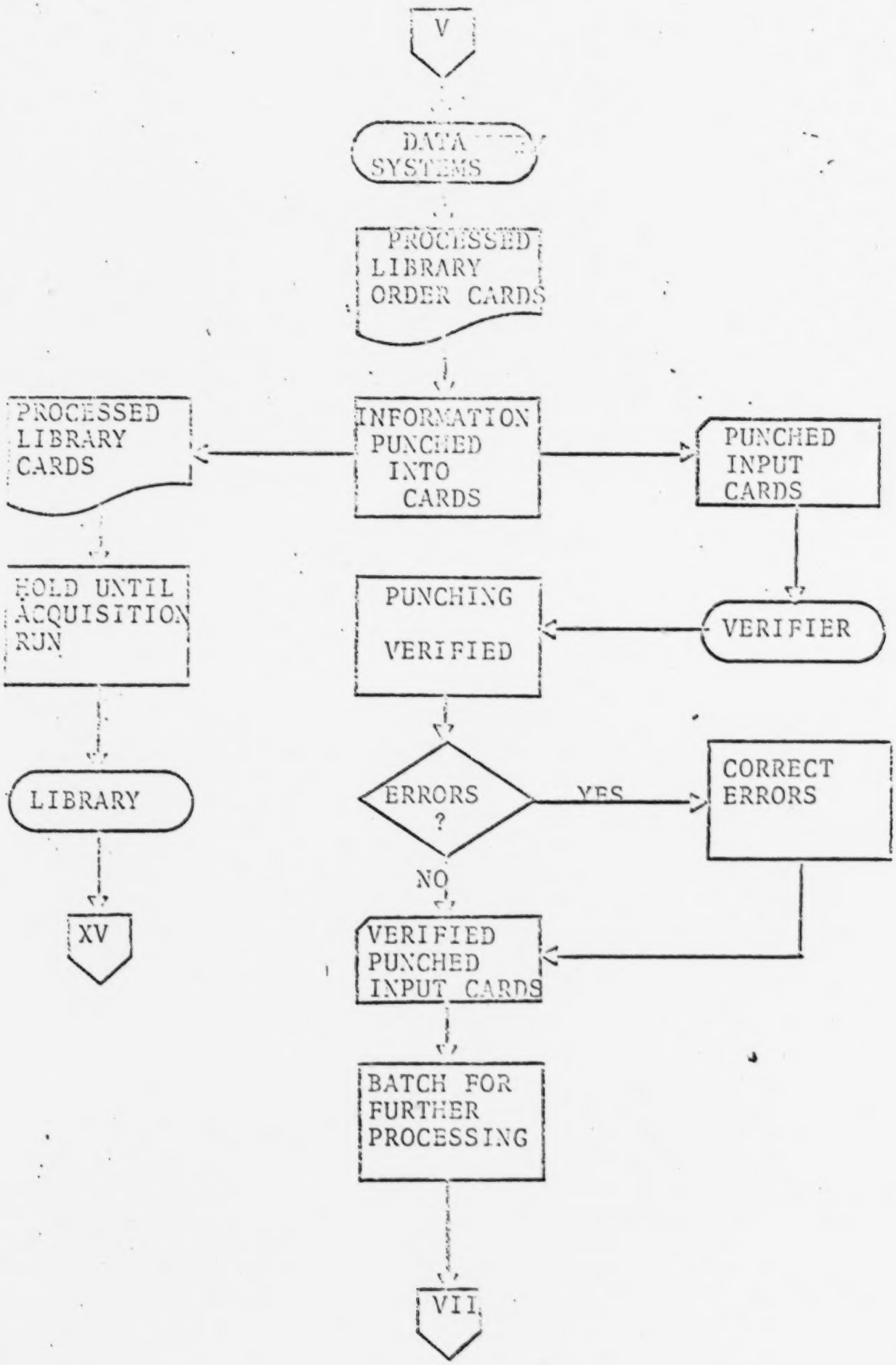
PREPARING PUNCHED INPUT CARDS FROM PROCESSED LIBRARY ORDER CARDS



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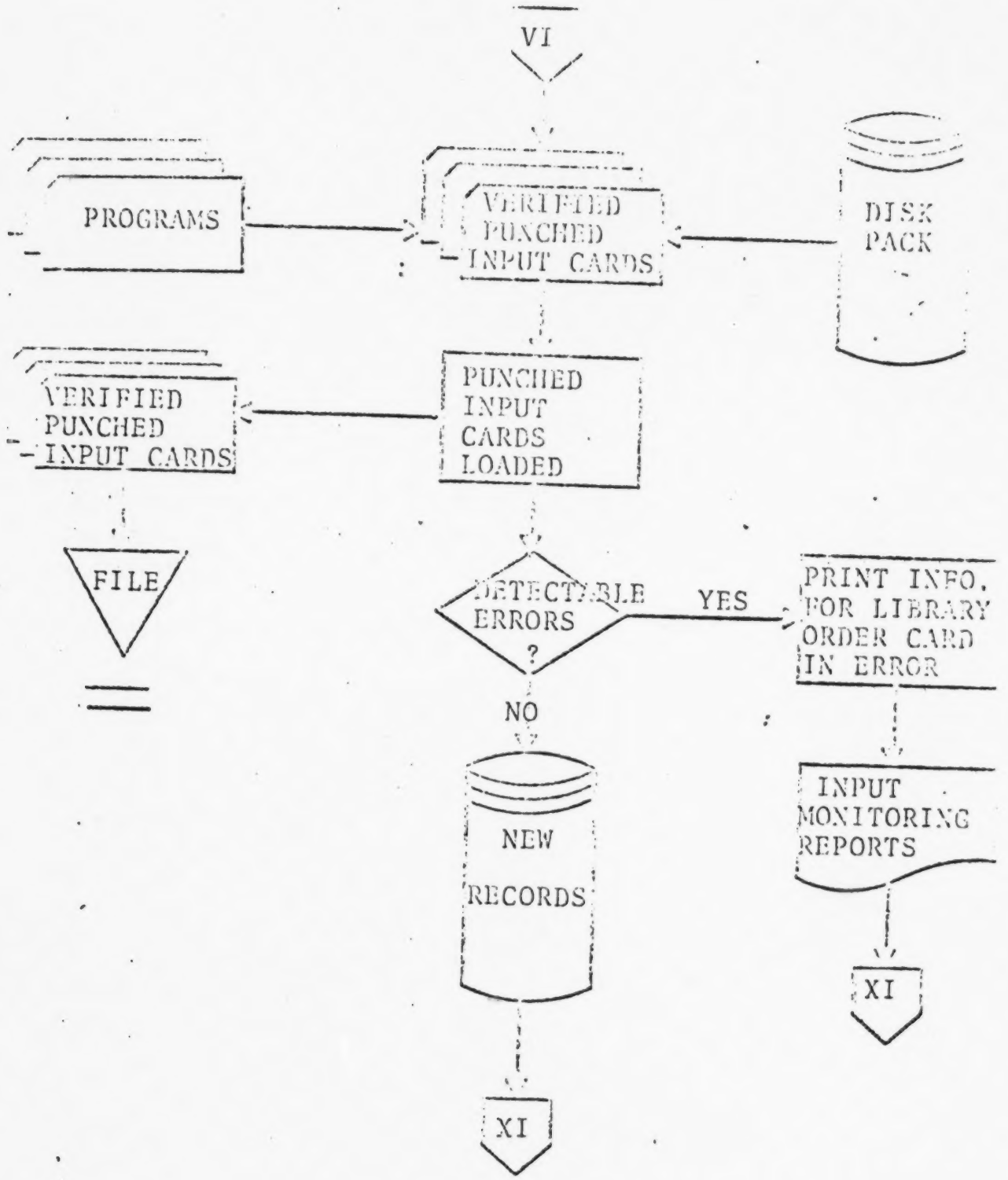
TRANSFERRING INFORMATION IN PUNCHED INPUT CARDS ONTO STORAGE DISKS



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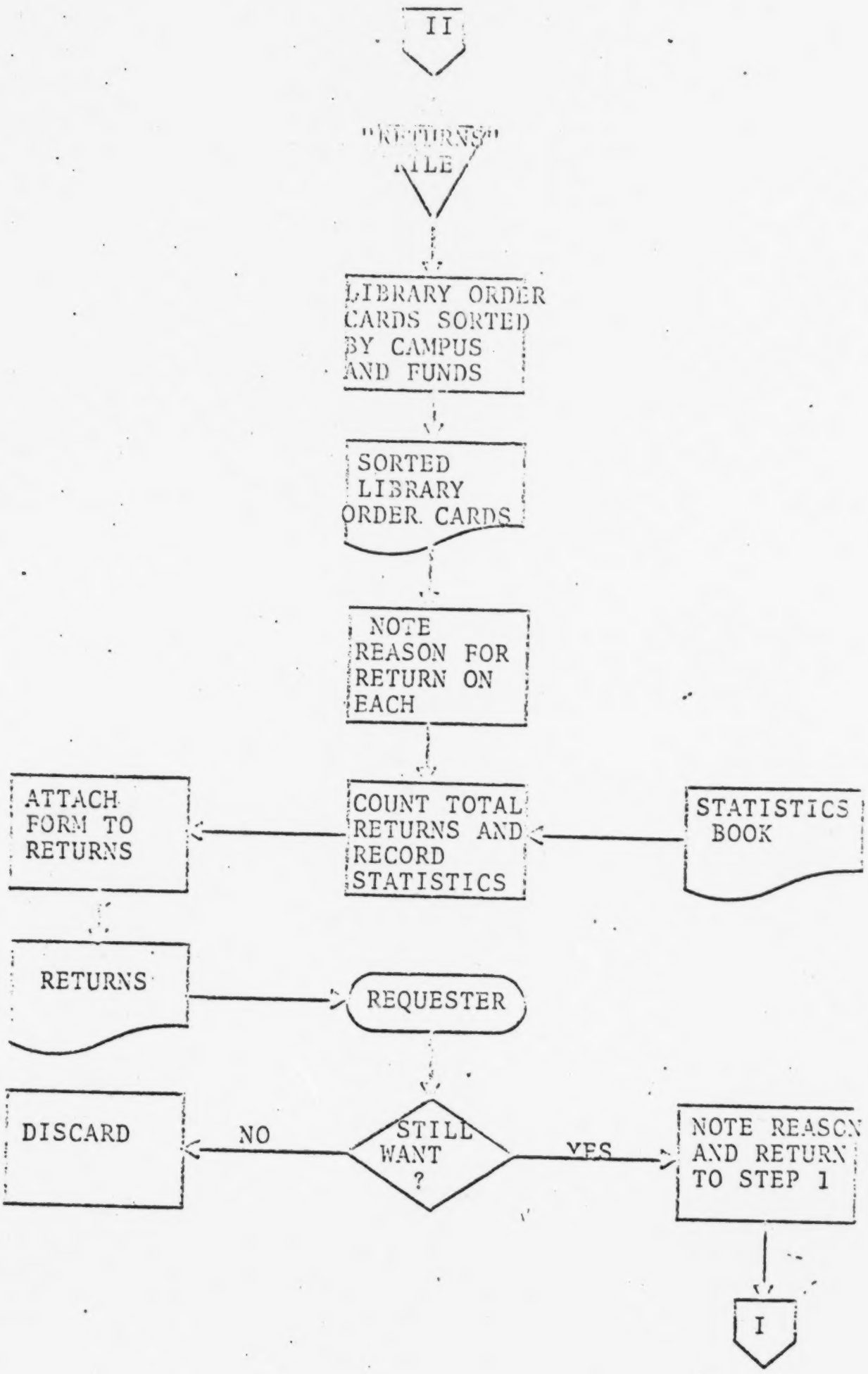
HANDLING RETURNS AT THE END OF EACH MONTH



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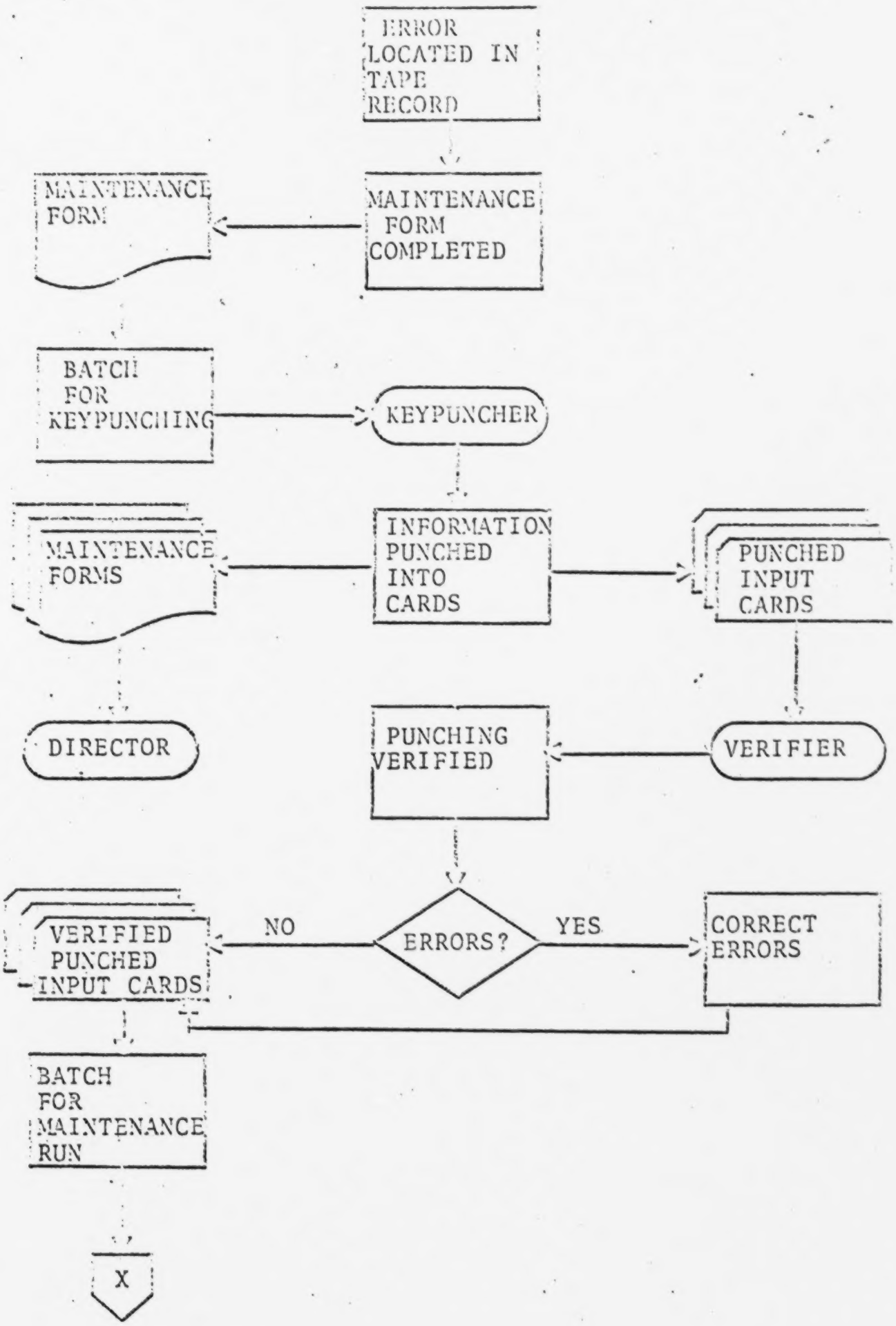
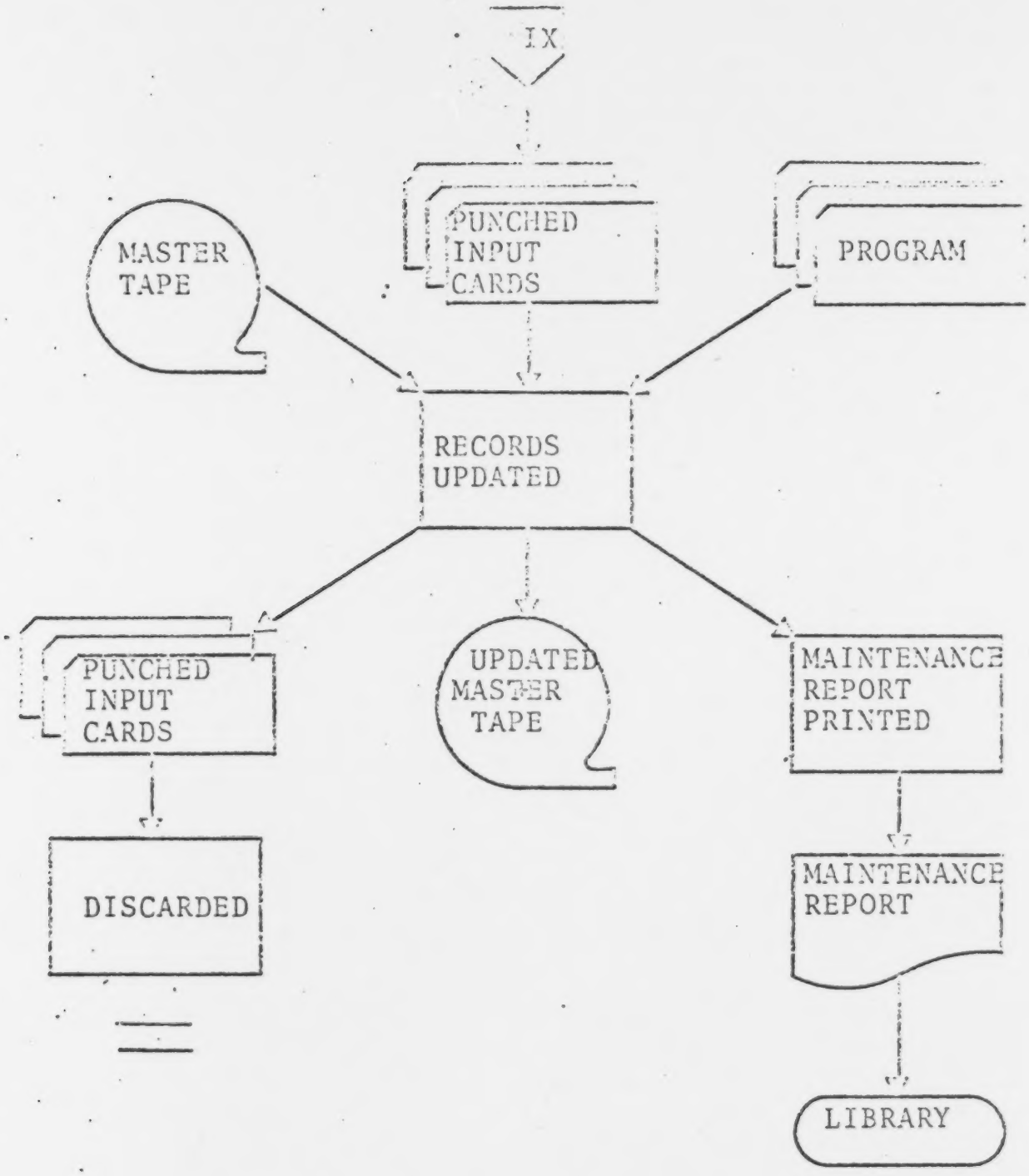
PREPARING MAINTENANCE FORMS AND PUNCHED INPUT CARDS



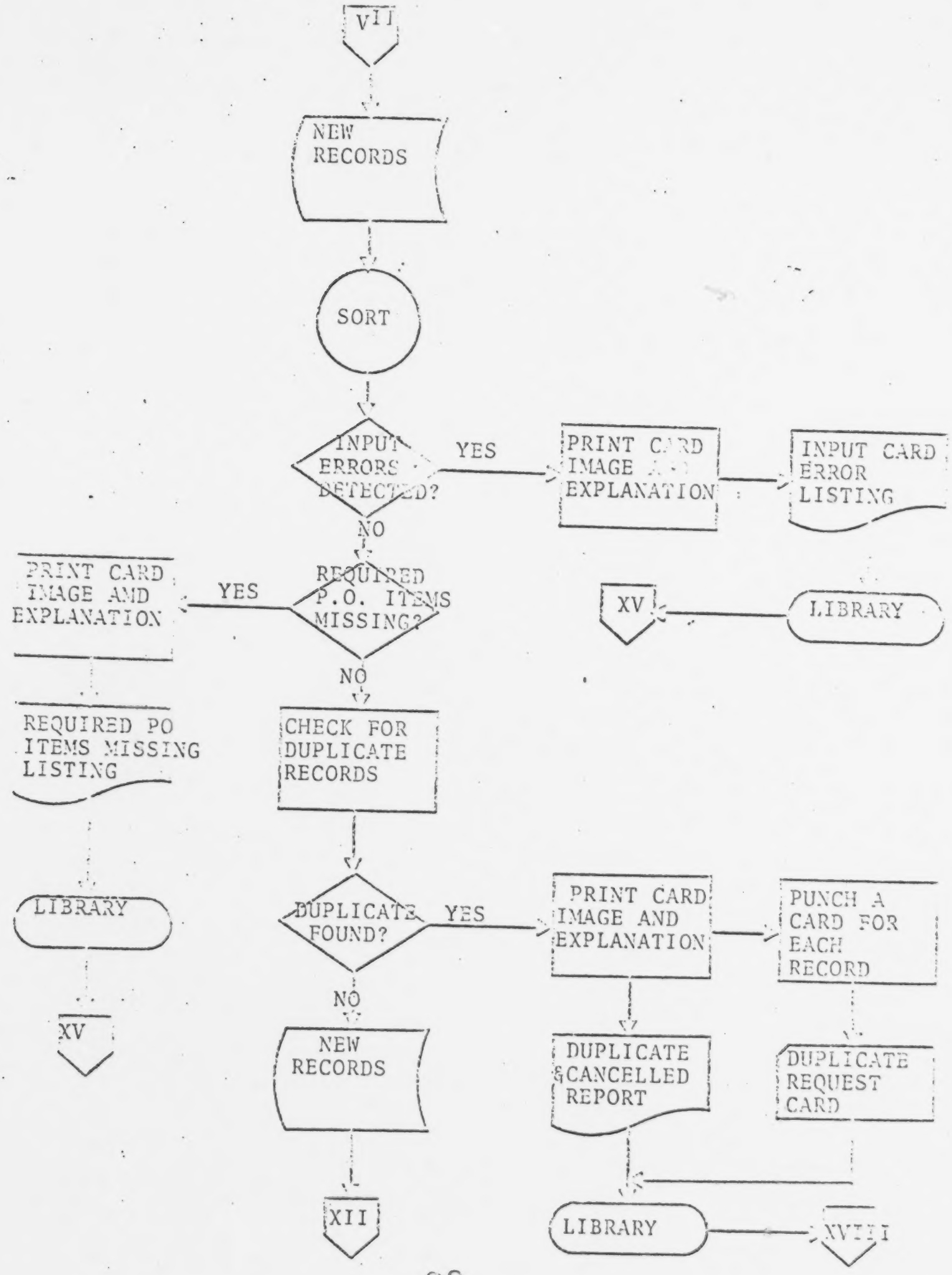
X

UPDATING TAPE RECORDS

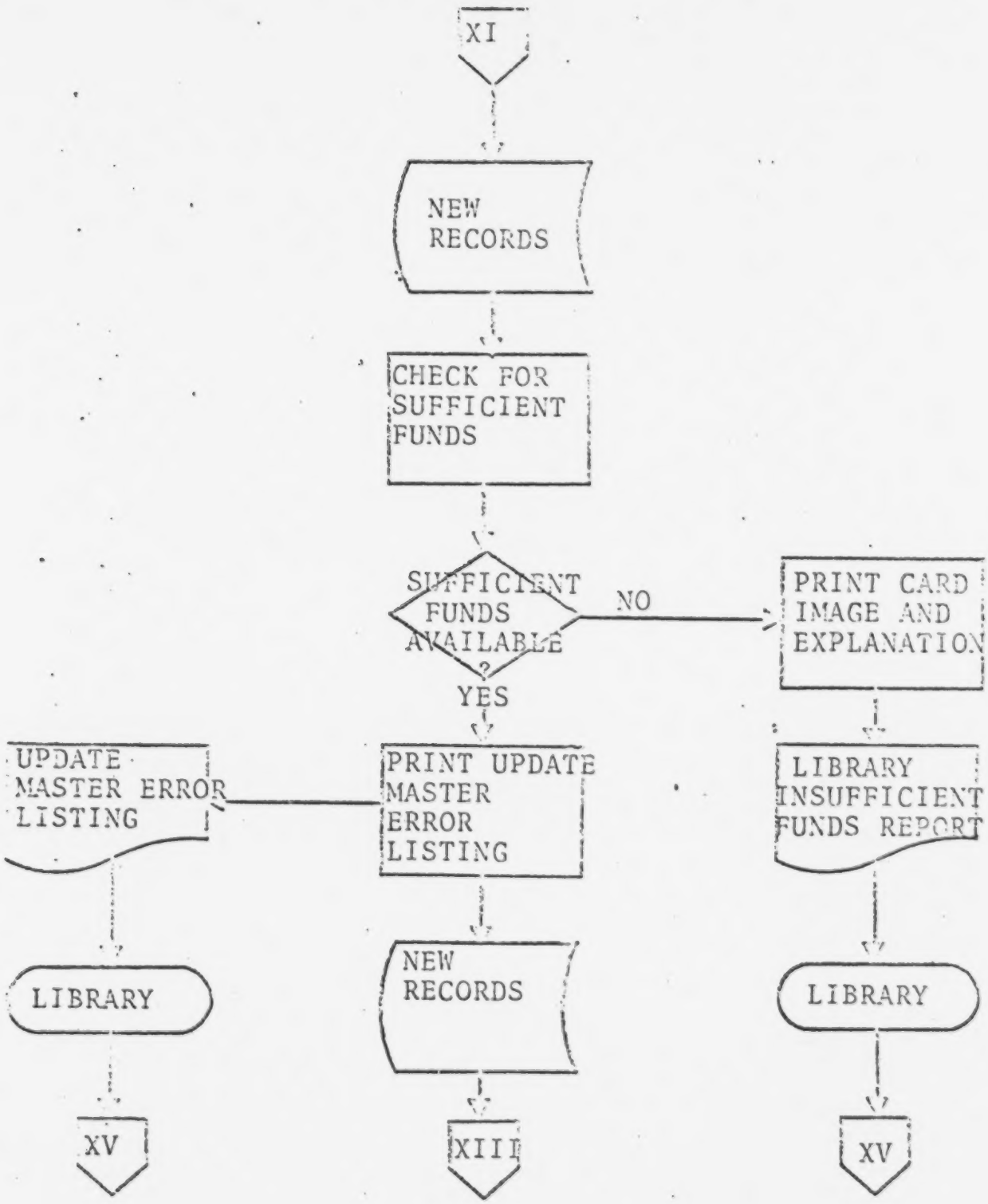


XI

PREPARATION OF INPUT MONITORING REPORTS/1



XII
PREPARATION OF INPUT MONITORING REPORTS/2



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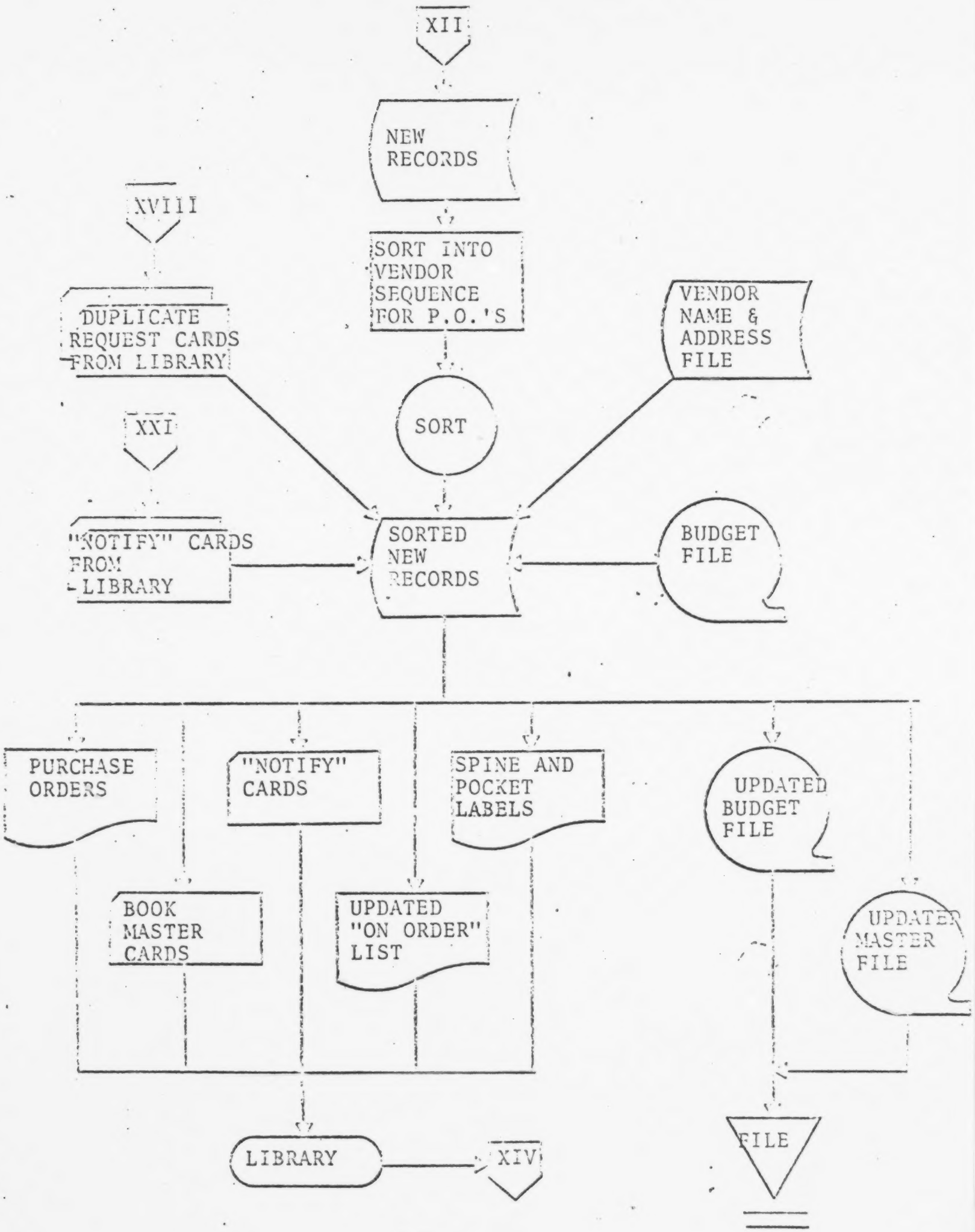
SYSTEM COMPONENT CONVERGENCE



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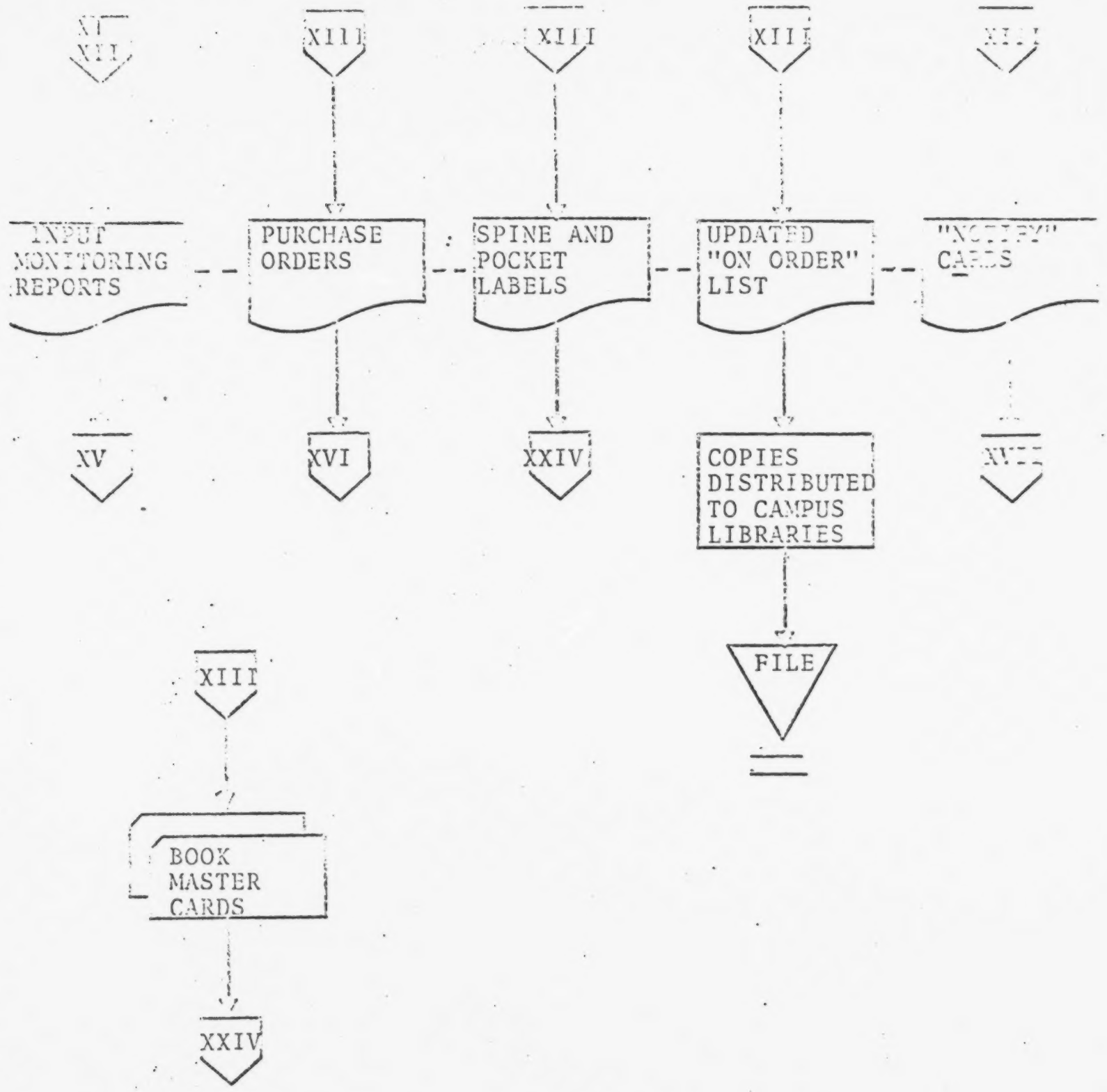
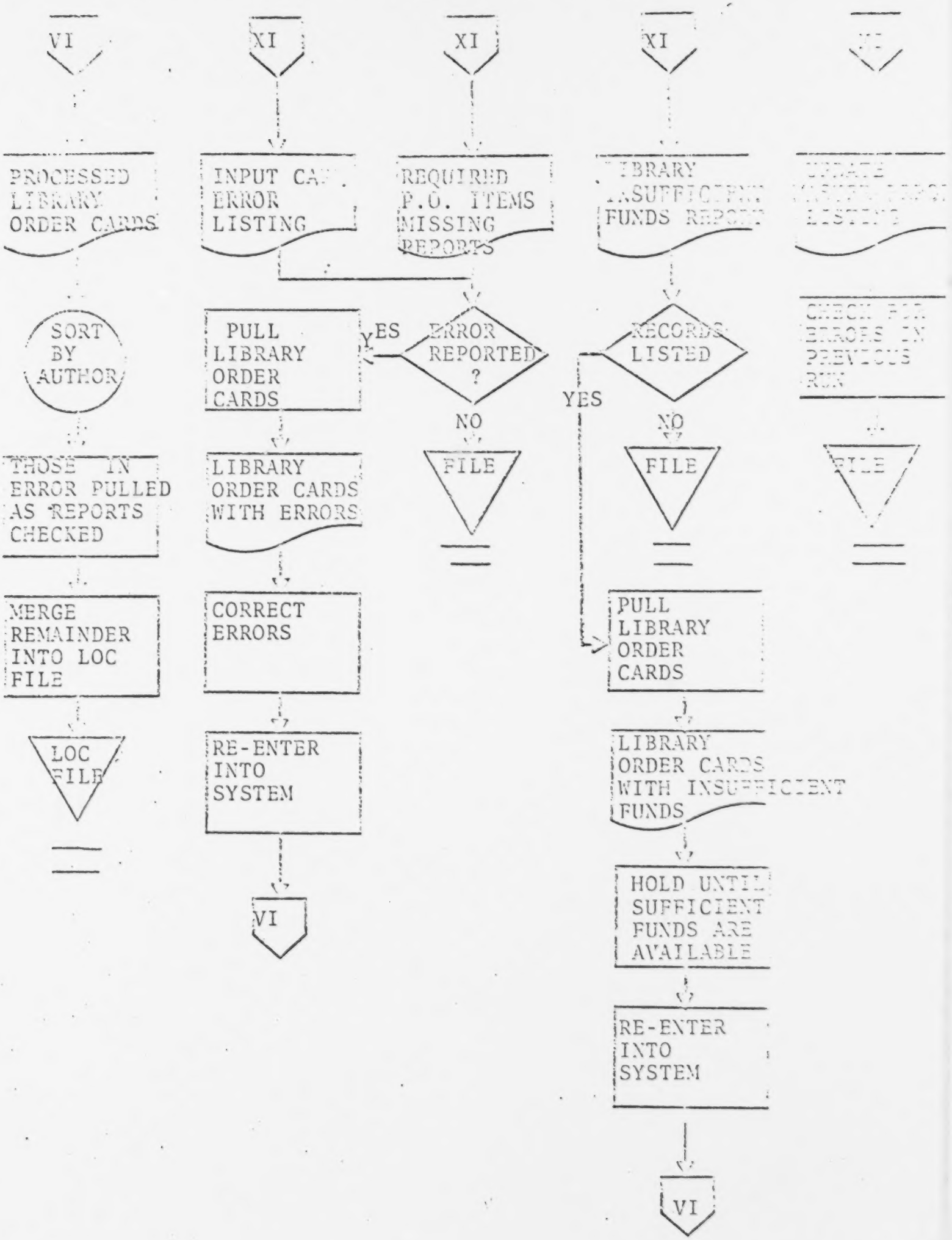
DISPOSITION OF REPORTS FROM SYSTEM COMPONENT CONVERGENCE



XV

DISPOSITION OF INPUT MONITORING REPORTS



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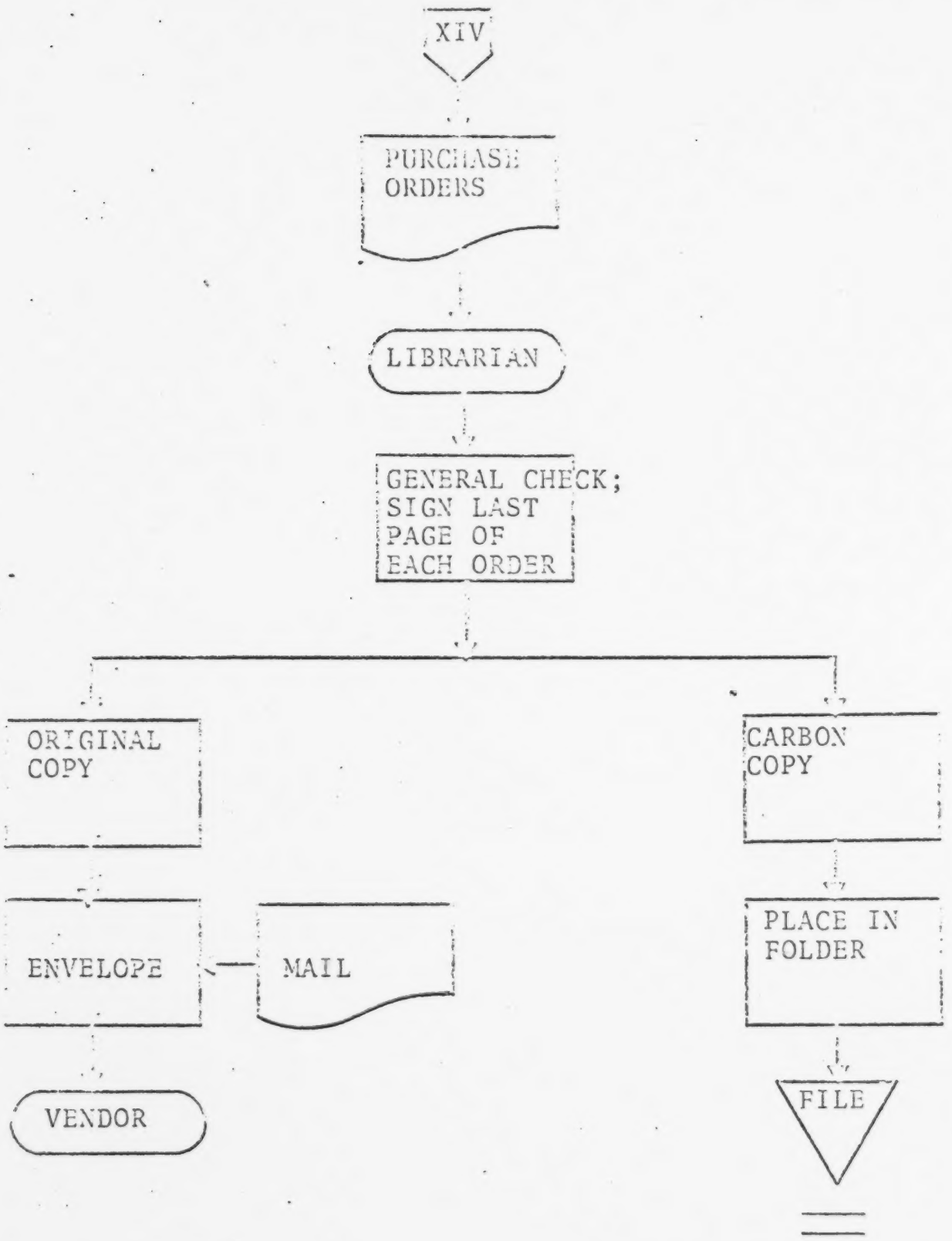
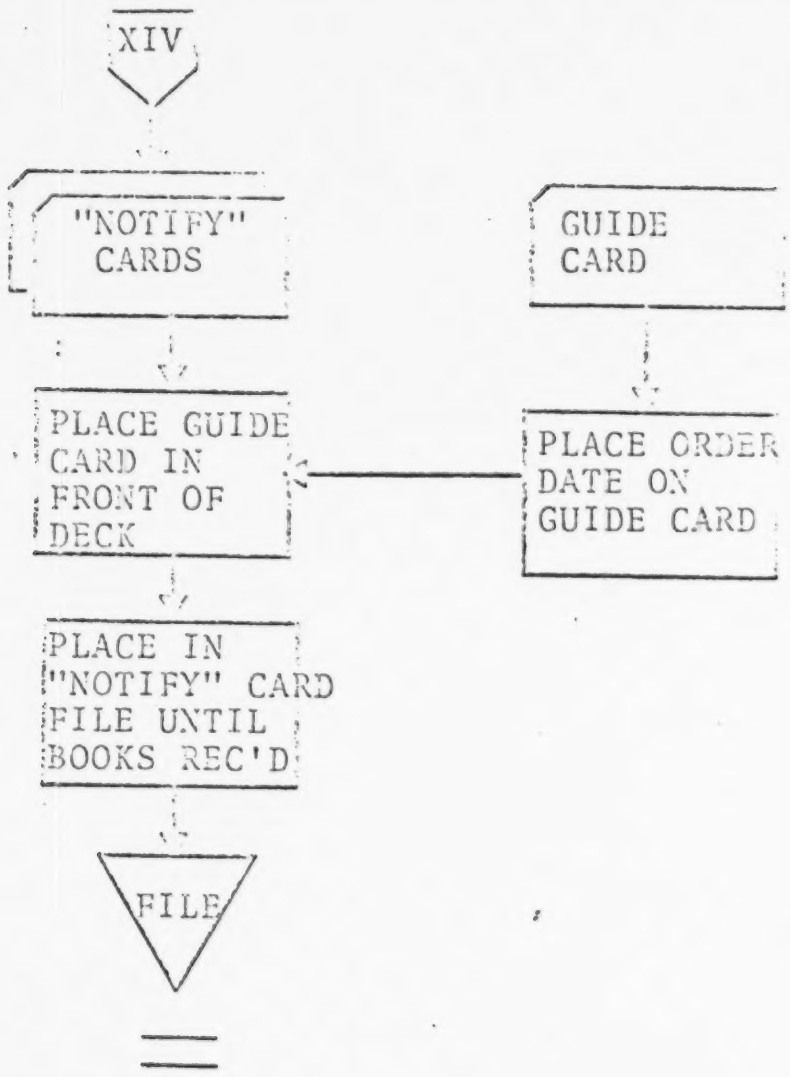
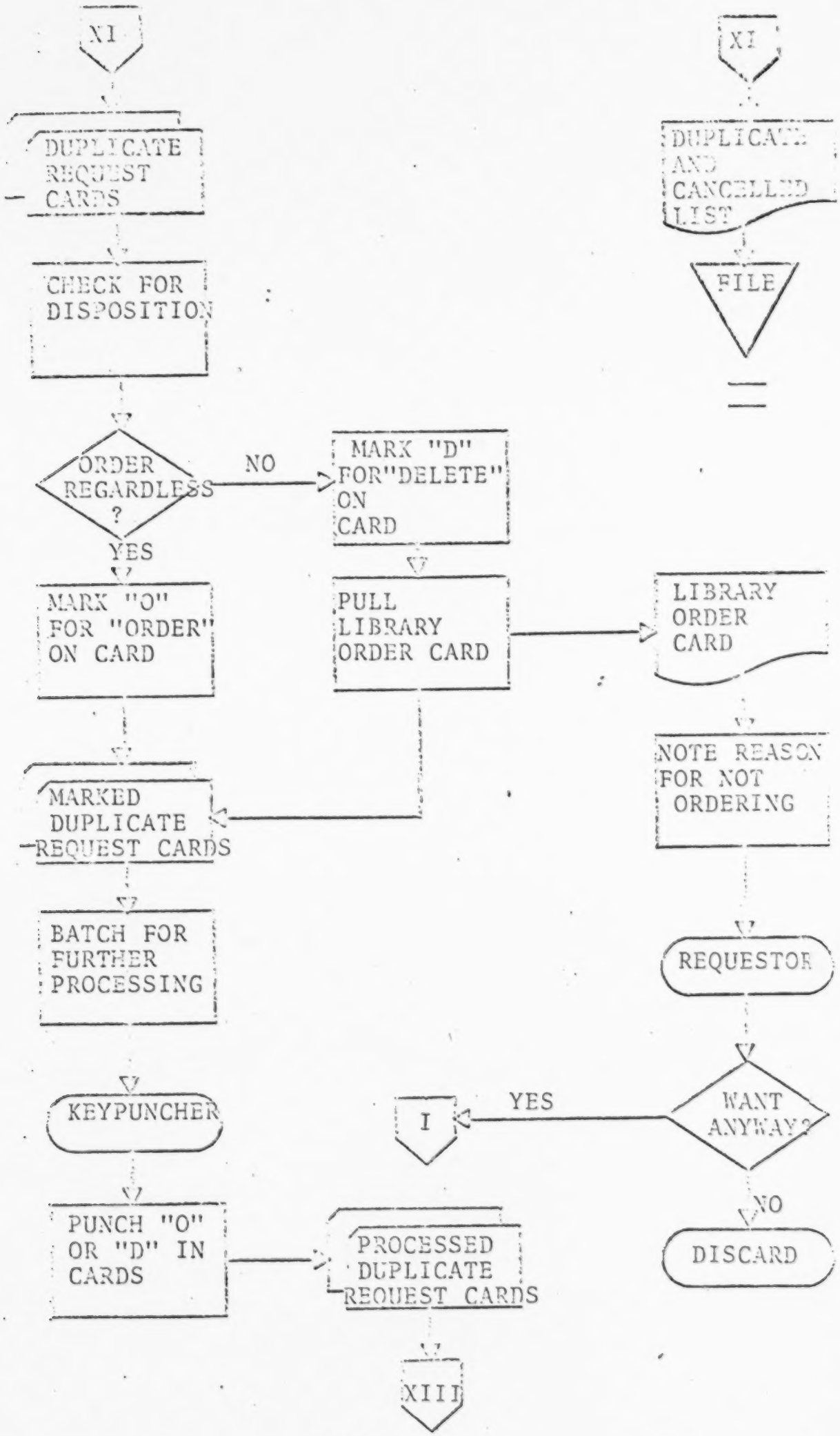
DISPOSITION OF PURCHASE ORDERS



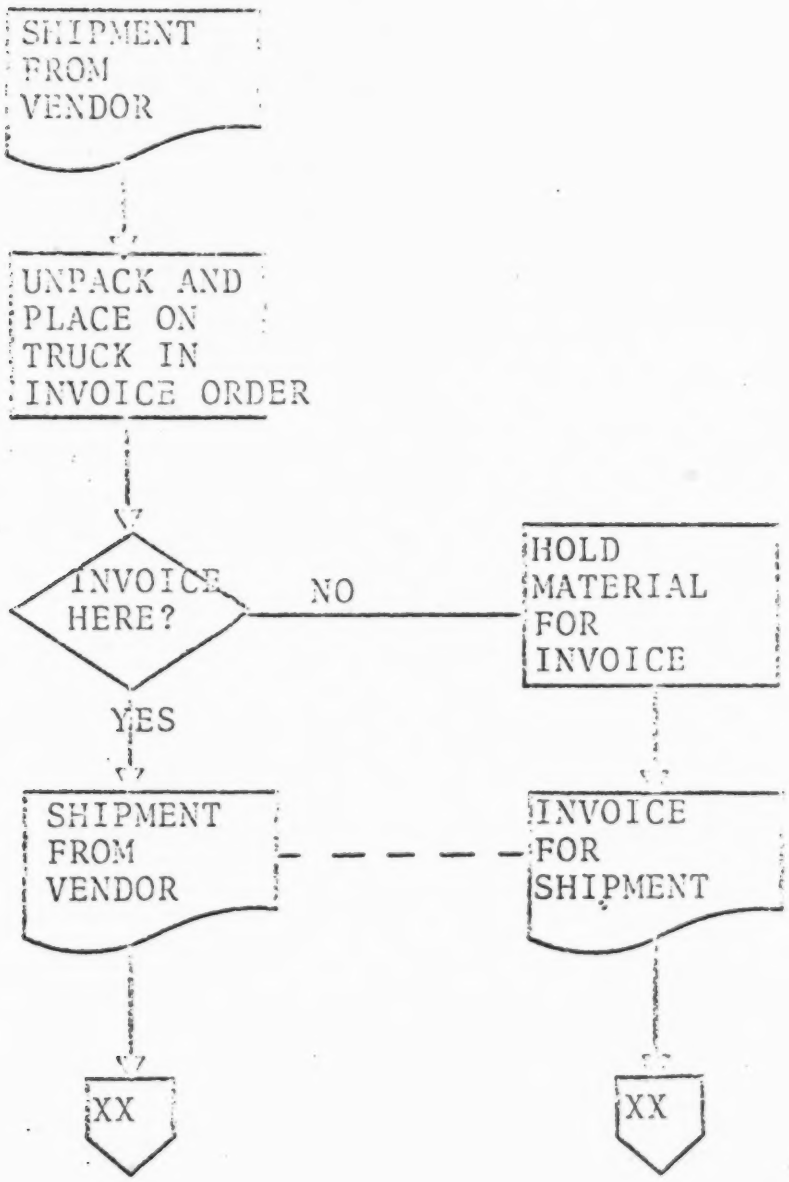
XVII
DISPOSITION OF "NOTIFY" CARDS



XVIII.
DISPOSITION OF DUPLICATE REQUEST CARDS



XIX
RECEIPT OF MATERIALS/1



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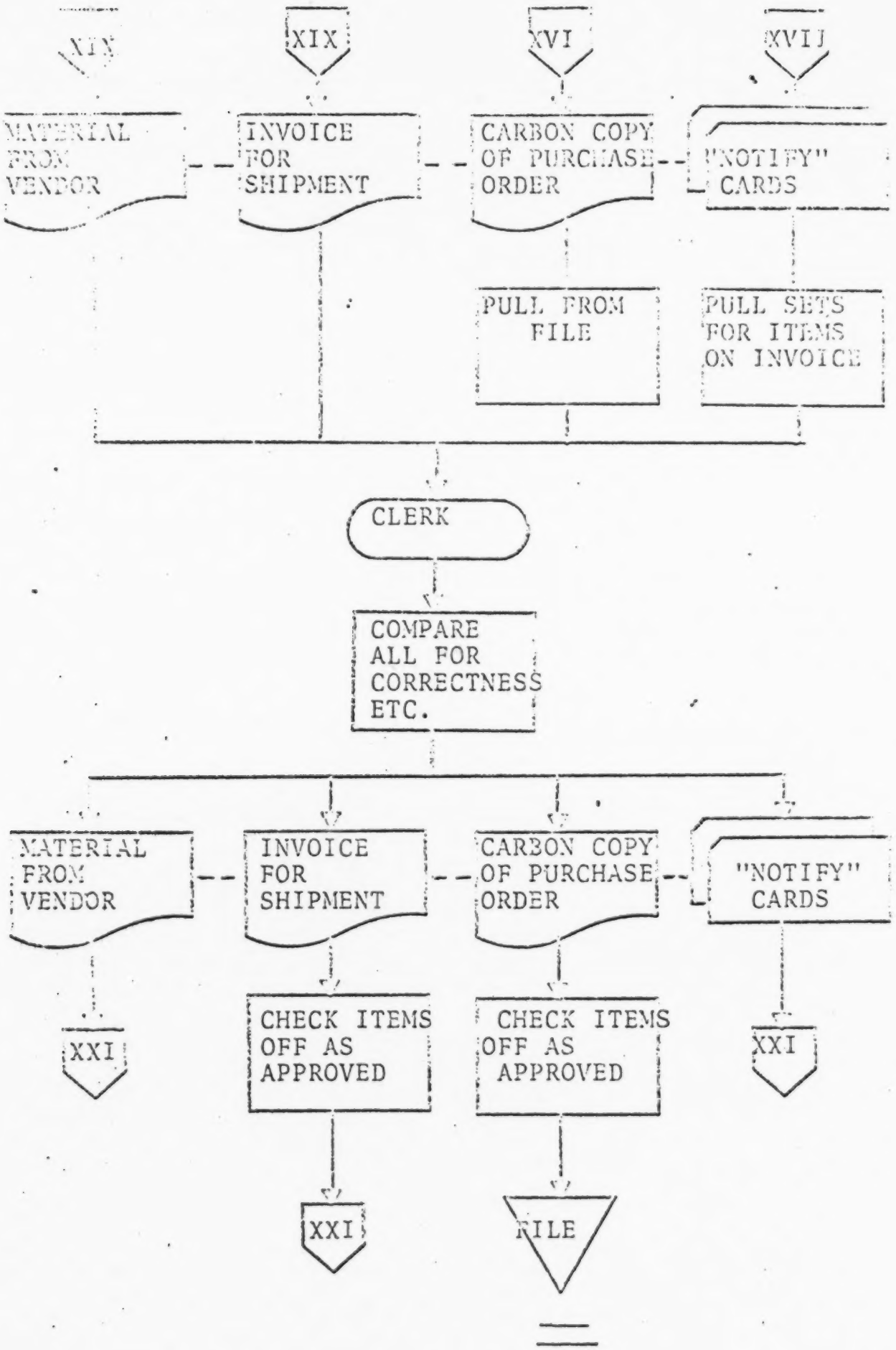
RECEIPT OF MATERIAL/2



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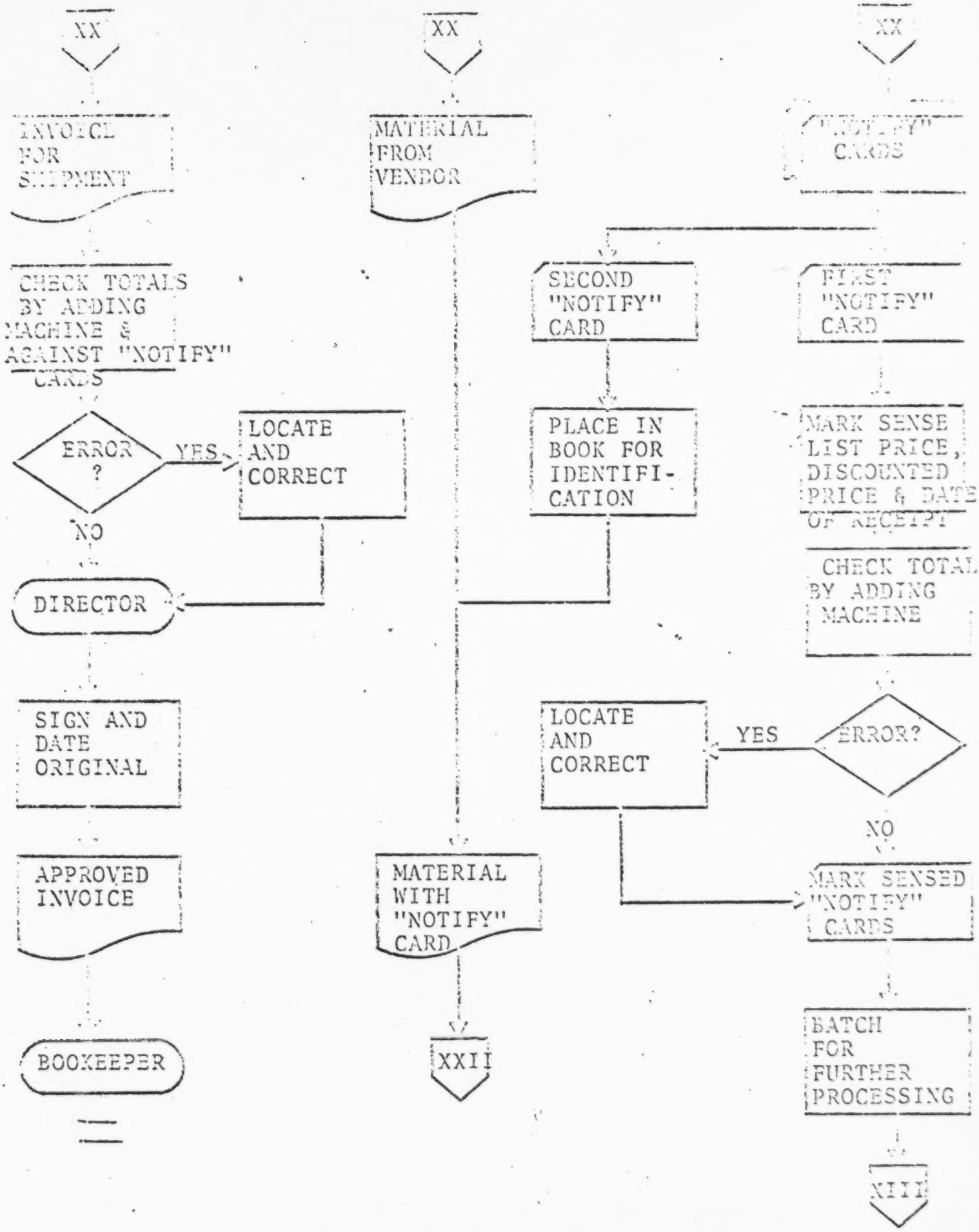
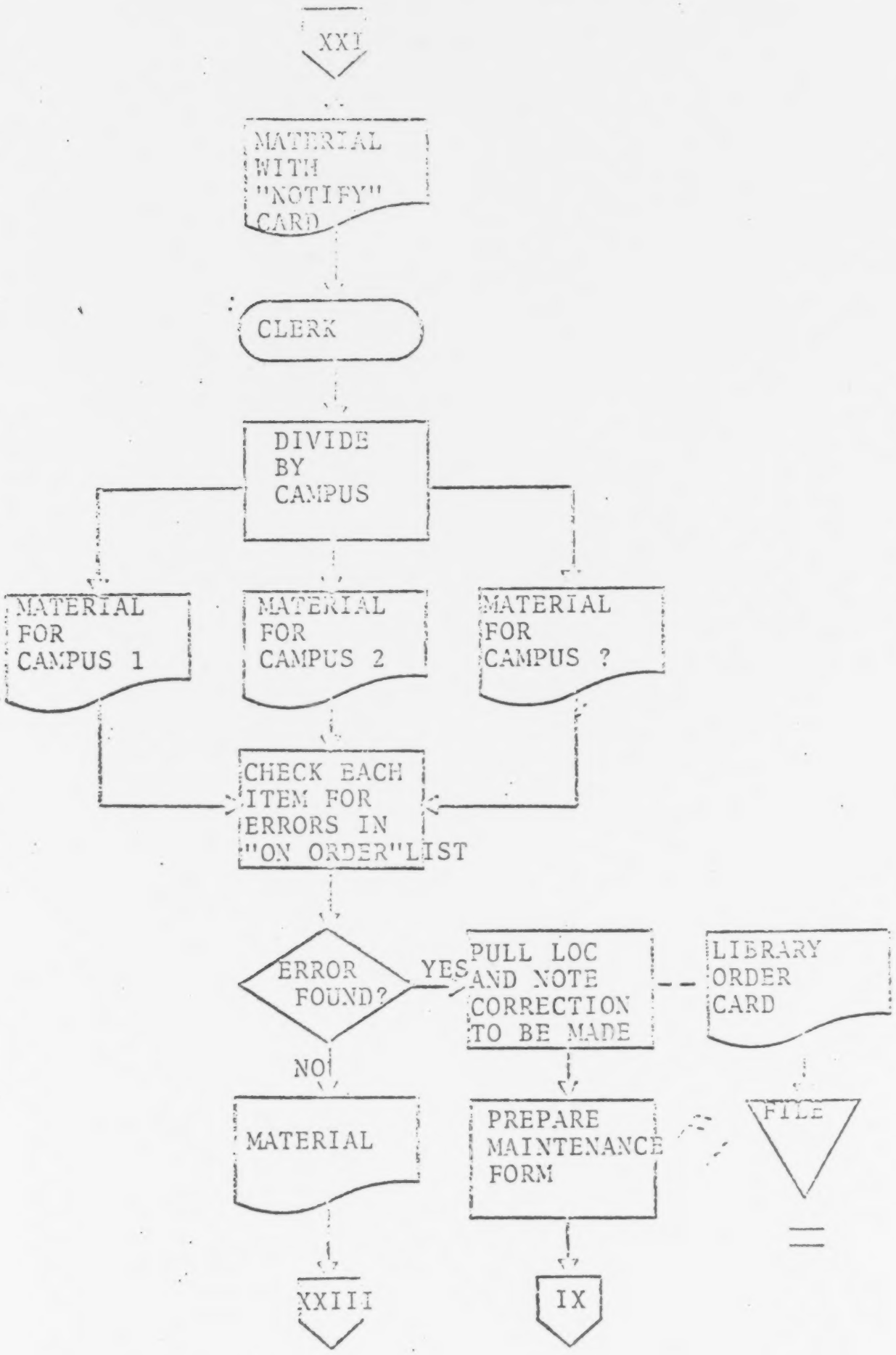
RECEIPT OF MATERIALS/3

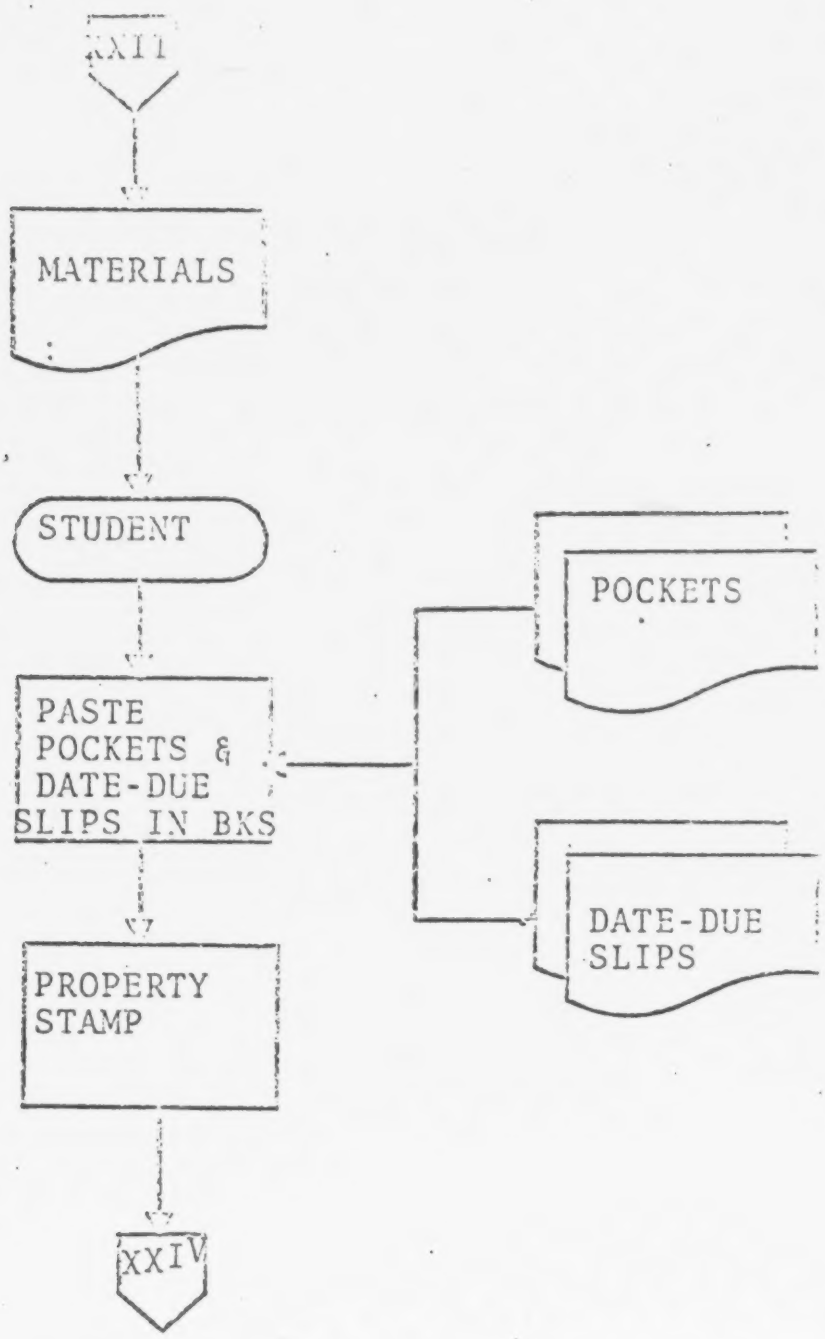


XXII
RECEIPT OF MATERIALS AND CHECKING FOR ERRORS

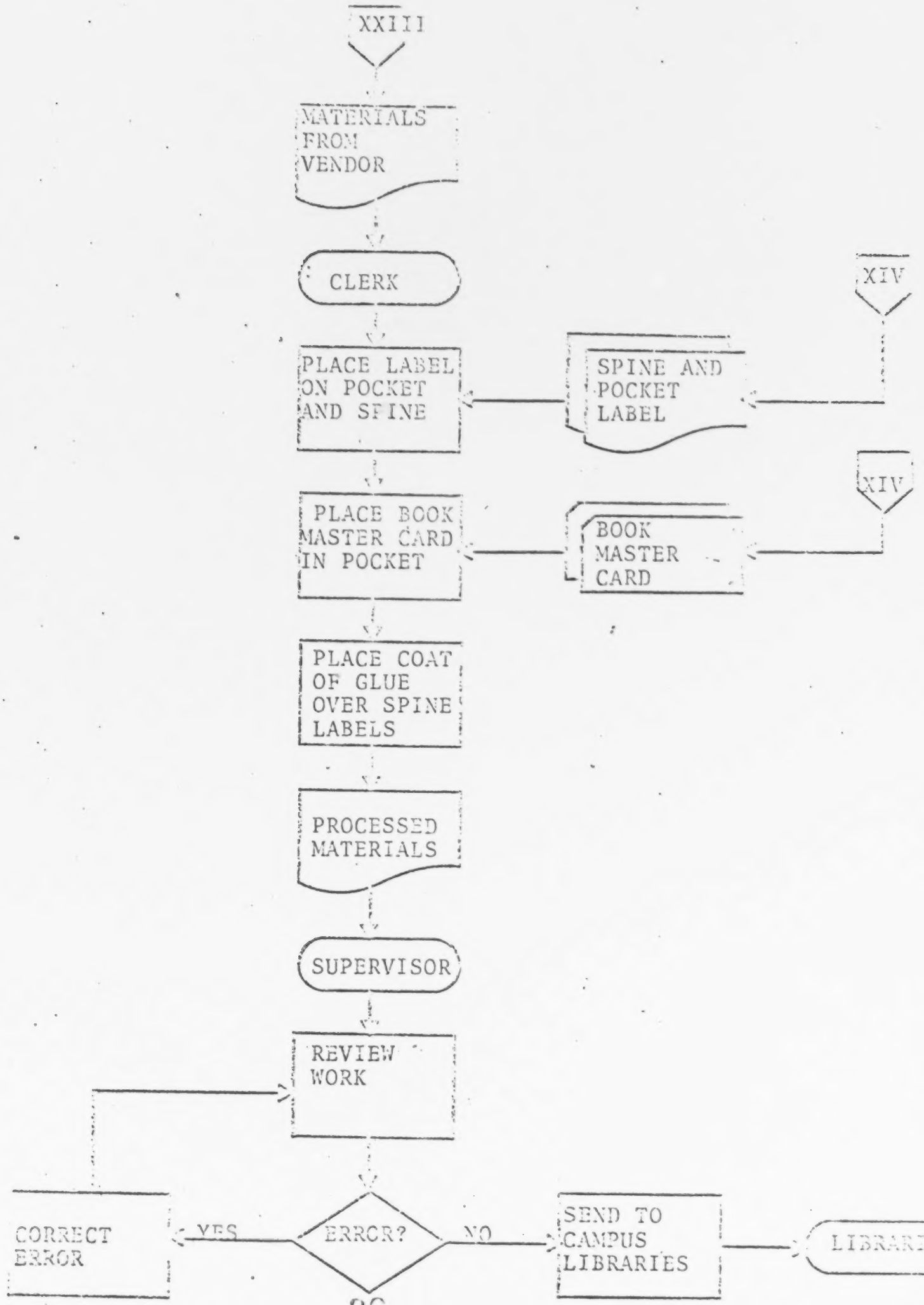


XXIII

PASTING POCKETS AND DATE-DUE SLIPS IN MATERIALS AND STAMPING

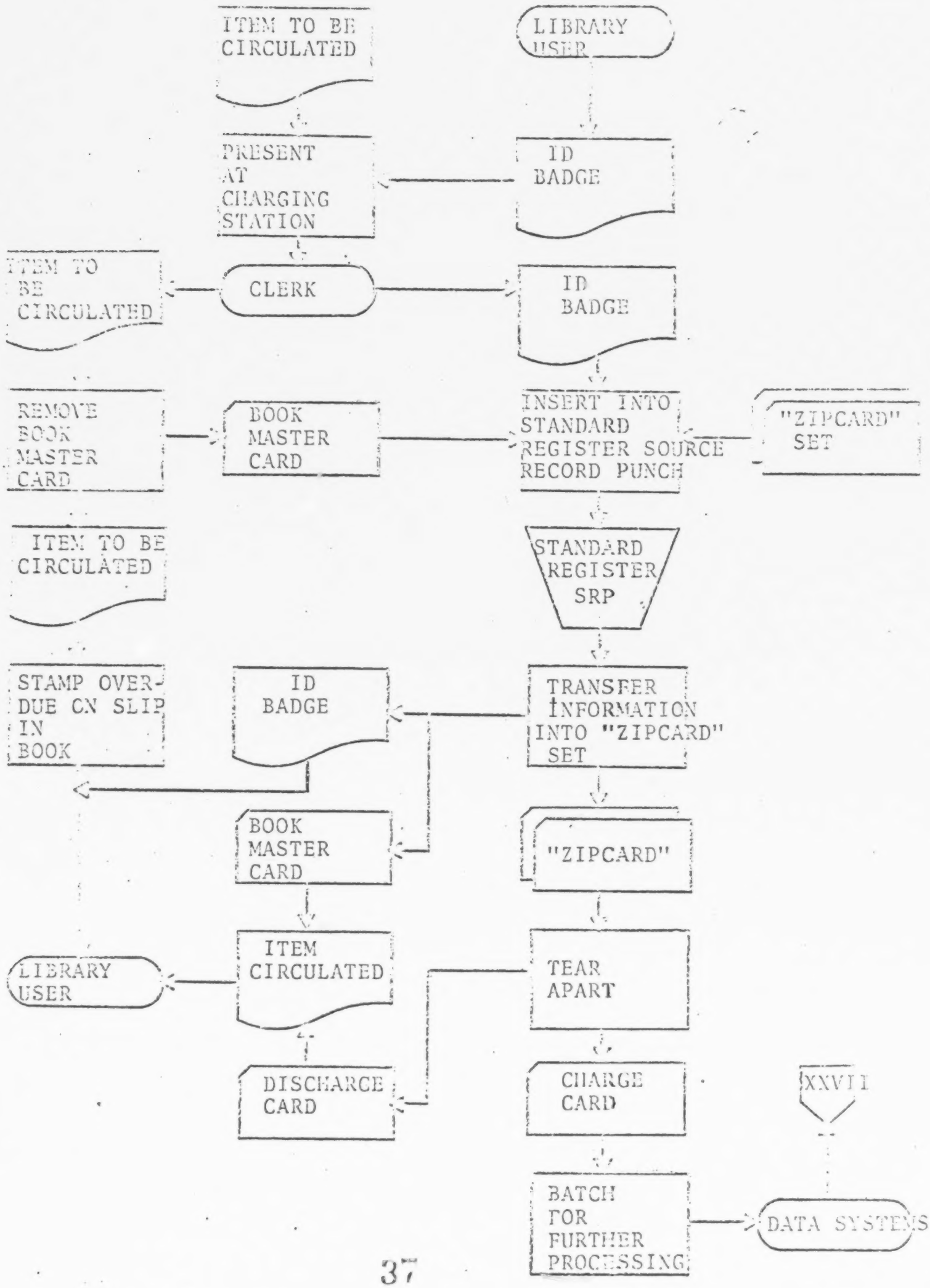


XXIV
FINAL PREPARATION OF MATERIALS FOR SHELVES



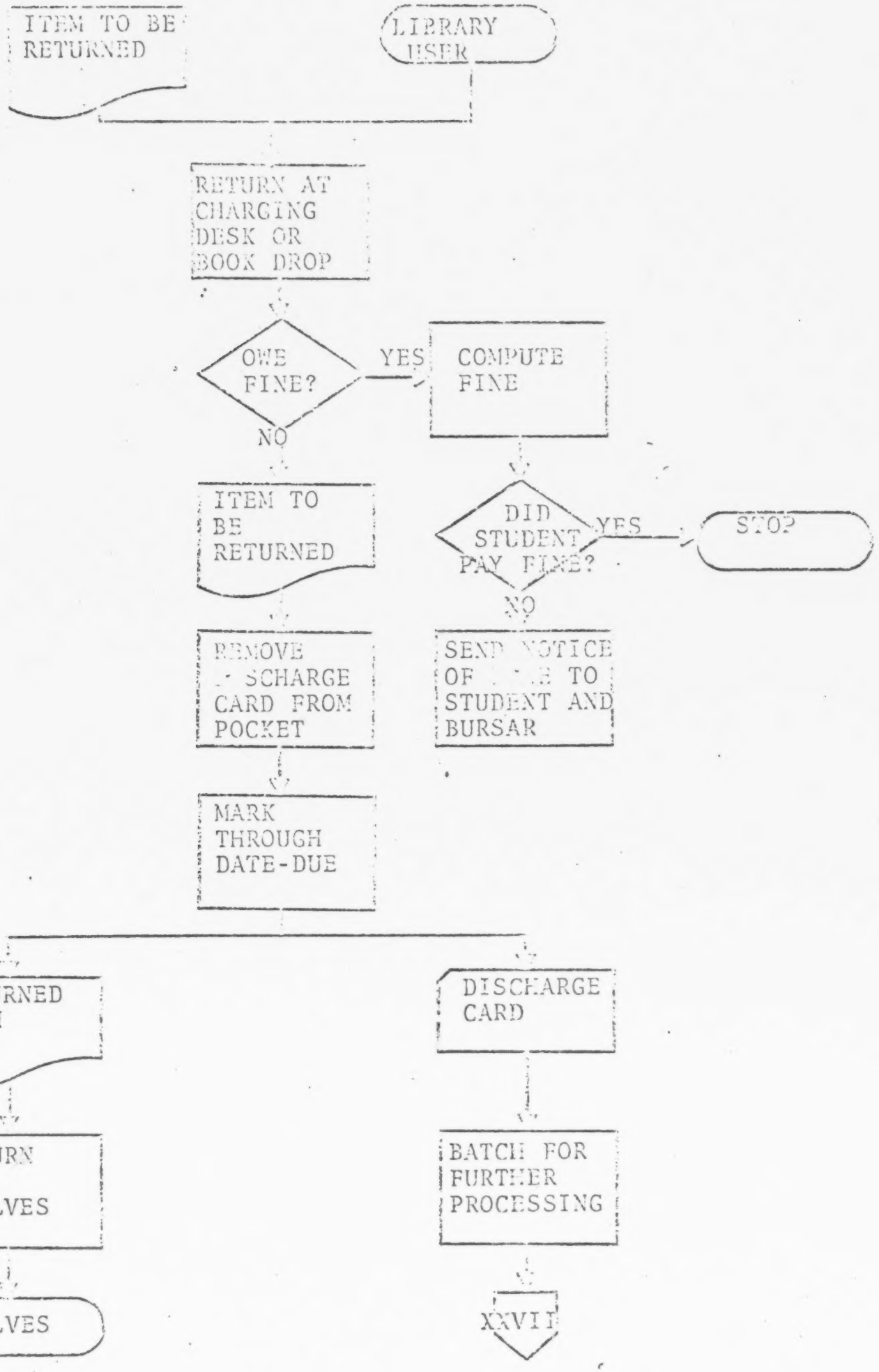
XXV

CIRCULATION: CHARGING MATERIALS TO LIBRARY USERS



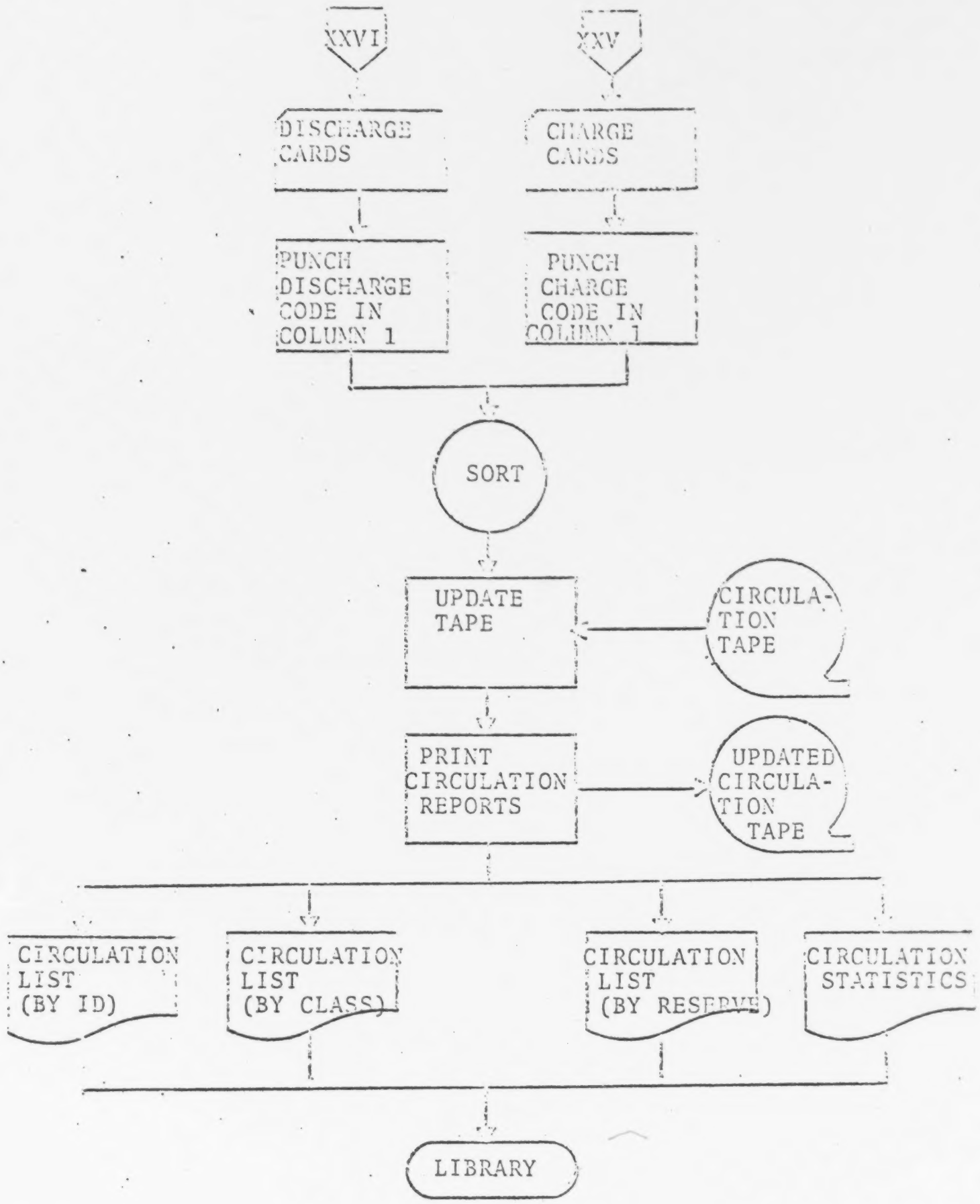
XXV?

CIRCULATION: DISCHARGING MATERIALS

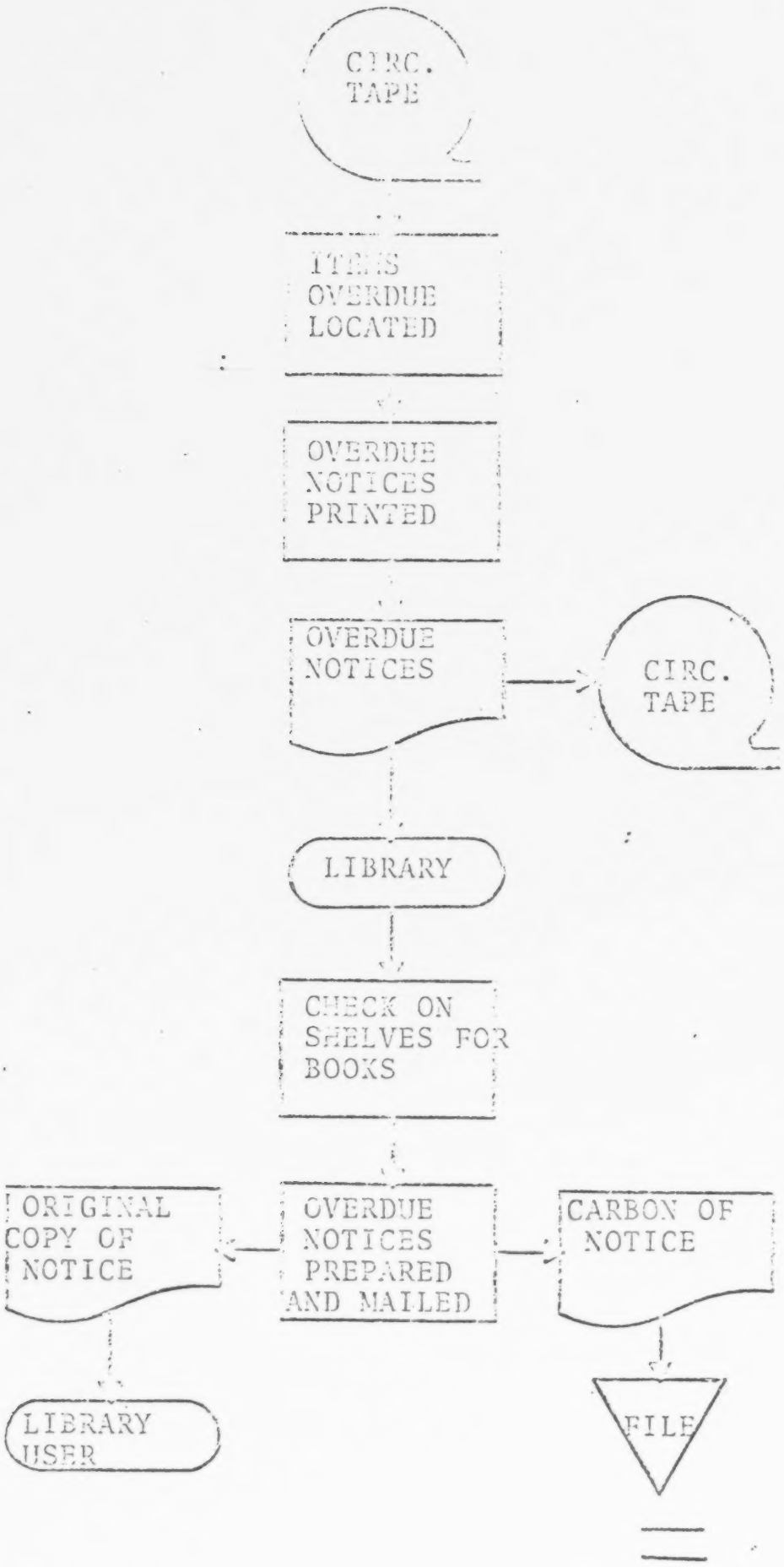


XXVII

CIRCULATION: UPDATING CIRCULATION TAPE



XXVIII
CIRCULATION: PREPARATION OF OVERDUE NOTICES



JOB DESCRIPTIONS

The traditional method of writing a job description is that of describing what each employee does while on the job. This document reflects a departure from that type of system. We have attempted to isolate and describe every job within each of the three service areas. Each job is given a numeric identification and is assigned to an individual in the organization as a primary or secondary job.

The advantages of this system are three-fold. (1) If an employee who has certain skills leaves the organization, one need not rewrite job descriptions to fit his replacement. (2) If one finds an employee is incapable of adequately performing his primary job(s), new assignments can be made without rewriting job descriptions. (3) It provides a framework within which cross-training may be effectively accomplished. Secondary job assignments facilitate cross-training and insure back-up during periods of overload or absence.

JOB DESCRIPTION

I. PROCESS SUPERVISION

a. Oversee the flow of materials through the Technical Service's process.
b. To assign priorities for the processing of materials.
c. To supervise the activities of subordinates assigned to the processing area.
d. To assign specific tasks to subordinates assigned to the processing area.
e. To train subordinates in the performance of tasks assigned.

II. ORIGINAL CATALOGING

a. To perform original cataloging on all materials as necessary.
b. To have a thorough knowledge of the Library of Congress classification scheme.
c. To have a thorough knowledge of the Cutter Tables and their proper use.
d. To have a thorough knowledge of Library of Congress Subject Headings and their proper use.
e. To establish and maintain authority files as necessary.
f. To have a thorough knowledge of the special cataloging requirements necessary for computer processing.

III. BIBLIOGRAPHIC VERIFICATION

a. To receive requests for materials from faculty members after approval by the L.R.C. Directors.
b. To maintain statistical records concerning the number of material requests received and the number of requests returned each month.
c. To correct and verify the bibliographical information transcribed on the Library Order Card form.
d. To supervise students assigned to assist with bibliographic verification.

IV. ORDER VERIFICATION

a. To receive the weekly book shipments.
b. To arrange book invoices in proper order, remove the book jackets and arrange the books on book trucks in an order corresponding to the invoices.
c. To verify that the books received are the

books ordered and billed and are in the proper quantity.
d. To remove the proper computer "notify" cards for each book and to correctly Mark Sense the list and discount prices and the date received on the cards.
e. To verify the invoices and Mark Sensed computer "notify" cards by making an adding machine tape for each invoice.
f. Correspond with the vendor and return all items shipped in error.
g. Give verified invoices and mark sensed "notify" cards to supervisor for review.
h. To file all vendor reports.
i. To order direct from publisher all titles listed in BOOKS IN PRINT or PUBLISHERS TRADE LIST ANNUAL when reported out of stock indefinitely or out of print by the vendor.
j. To process all 90-day claim notice reports.

V. INVOICE APPROVAL

a. To verify that the invoice amounts correctly represent the materials received.
b. To approve for payment all verified invoices.

VI. DUPLICATE CHECKING

a. To search historical shelflist files for duplicate requests for materials.
b. To eliminate, to a reasonable extent, the processing of materials already owned by a LRC unit.
c. To insure that the verified cataloging data corresponds exactly for materials purchased by more than one LRC unit.

VII. CARD CODING

a. To review bibliographic data completeness.
b. To code all verified Library Order Cards with correct information regarding copies per campus, campus requesting the items, number of items requested, reference index designator, type of media, vendor, by-pass code, and fund to the charged.
c. To stamp accession numbers on verified and computer coded LOC cards.

VIII. PROOF SHEET FILING

a. Receive proof sheets from Library of Congress.

b. Sort and discard all foreign publications with the exception of Great Britian.
c. Sort and discard all publications classified as juvenille fiction.
d. Sort and discard all state publications with the exception of the State of Texas.(Some special subject areas excepted.)
e. Alphabetize proofsheets by main entry.
f. Interfile proofsheets in proofsheet file.

IX. LIBRARY ORDER CARD FILING

a. Receive verified LOC cards from Data Systems after recording data in master tape file.
b. Remove all LOC cards reported in error by the computer, correct and re-submit to Data Systems.
c. Alphabetize LOC cards by main entry.
d. Interfile LOC cards in LOC file.

X. MATERIAL PREPARATION

a. Property stamp each book for the correct library on all exterior page edges.
b. Paste printed book pockets in books.
c. Paste datedue slips in book.
d. Place call number label on spine of book and cover with library paste.
e. Place call number and accession number label on book pocket.
f. Insert machine readable master book(circulation) card in book pocket.
h. Prepare books for delivery to correct campus library.
i. Label for distribution any special produced materials.
j. Manually produce and replace call number labels as required.

XI. MASTER TAPE FILE MAINTENANCE

a. Prepare maintenance forms for any item received where the bibliographic data varies from that in the master tape file.
b. Prepare maintenance forms for all records entered on the master tape file with key-punch errors.
c. Prepare maintenance forms for all records in the master tape file requiring adjustment in spacing or wording in order to provide uniform catalog entries.
d. Prepare maintenance forms to delete all records

no longer required in the master tape file.
c. Prepare maintenance forms for all necessary budget adjustments.

XII. MANUAL CATALOG PREPARATION

a. Type bibliographic lists for all classified material that does not appear in the library catalog.
b. Originate and maintain any necessary manual files to support the bibliographic listing activity.

XIII. MICROFILM CASSETTE LOADING

a. Have a knowledge of the operation of the Memorex 1630 previewer.
b. Receive microfilm catalog copies from producer and verify the quantity received.
c. Divide the microfilm into subject, author and title sections.
d. Load the microfilm into Memorex cassettes.
e. Label loaded cassettes as to section of library catalog.
f. Distribute cassettes to microfilm readers.

XIV. STANDING ORDERS

a. Receive item.
b. Verify that the item is a standing order from the Standing Order List.
c. Determine if item is pre-paid or if invoice is expected.
d. Prepare an LOC card and code with full system required data.
e. Verify the bibliographic data.
f. Place the item in the regular processing cycle.

XV. GIFTS AND PRE-PAID MATERIALS.

a. Receive item.
b. Verify that the item is a gift or pre-paid order.
c. Prepare an LOC card and code with full system required data.
d. Verify the bibliographic data.
e. Place the item in the regular processing cycle.

XVI. COMPUTER SCHEDULING

a. Prepare and distribute a schedule of desired

computer runs for a full semester.

b. Interact daily with Data Systems personnel to achieve as close to ideal scheduling as possible.

c. Be constantly aware of the needs of the LRC staff and schedule computer runs to meet these needs.

d. Review for accuracy and count for statistical purposes all data to be sent to the Computer Center.

e. Transport all data to the computer center on a schedule which permits maintaining the run schedule.

f. Transport all computer-produced data to technical services.

g. Review for completeness and accuracy all computer-produced data.

h. Distribute all computer-produced data to appropriate LRC staff.

i. Prepare and review for accuracy any data necessary for special(single purpose) computer runs.

ASSIGNMENTS

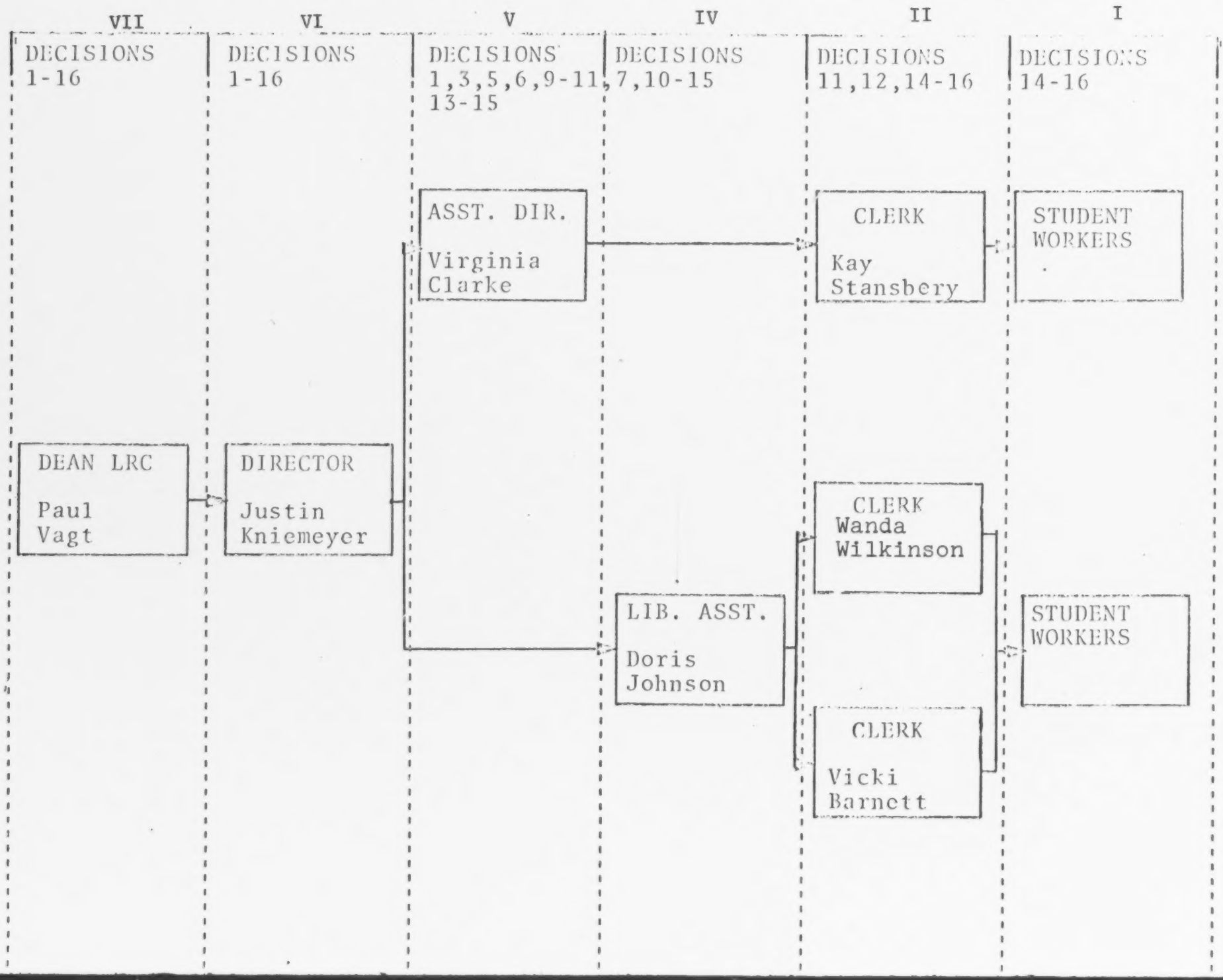
Name	Position	Primary	Secondary
Justin Kniemeyer	Director	1-16	
Virginia Clarke	Assistant Director	1-16	
Doris Johnson	Library Assistant	1,3,4,6,7,10,11. 13,14,15	8,9
M. Kay Stansbery	Clerk	2,3,4,6,7,9,10,12, 14,15	
Vicki Barnett	Clerk	4,10,11,14	3,6,8,9,13
Wanda Wilkinson	Clerk	3,6,7,8,9,10,15	4,11,13

ASSIGNMENT TITLES

1. Process supervision
2. Original cataloging
3. Bibliographic verification
4. Order verification
5. Invoice approval
6. Duplicate checking
7. Card coding
8. Proof slip filing
9. Library order card filing
10. Material preparation
11. Master tape file maintenance
12. Manual catalog preparation
13. Microfilm cassette loading
14. Standing orders
15. Gifts and pre-paid materials
16. Computer scheduling

DISTRICT AUTOMATION SERVICES

LEVELS OF AUTHORITY AND DECISION MAKING



POSITION RESPONSIBILITIES

Responsibilities are inherent to every position. However, there are certain responsibilities that can be assigned only to a particular position level.

LEVEL VII: Dean of Learning Resources.

While the Dean has ultimate responsibility for all activities within District Automation Services, the specific responsibilities of this position are beyond the scope of this particular document and will therefor be excluded.

LEVEL VI: Director

1. To determine division policy and to insure that the policy is followed.
2. To schedule all activities with the computer center and to provide liasion between the computer center and learning resource personnel.
3. To perform systems analysis of the Learning Resources Centers as a whole and to make recommendations.
4. To approve all invoices for payment.
5. To assign personnel to positions suiting their qualifications and according to job requirements within the division.
6. To interview all prospective employees and make staff employment recommendations.
7. To serve as a consultant to the learning resources personnel.
8. To call and chair District Automation Services staff meetings.
9. To perform research in those areas that will benefit the services offered through the Learning Resources Centers.
10. To serve in local, state and national organizations.
11. To evaluate the effectiveness of new programs and/or materials.
12. To attend and participate in all directors' meetings.
13. To design and conduct in-service programs.

LEVEL V: Assistant Director

1. To assist in determining division policy and its proper inactment.
2. To assist in making system's decisions regarding Learning Resource activities.
3. To provide all necessary original cataloging for the processing center.

4. To interview and recommend the employment of students necessary.
5. To assign processing priorities to those materials flowing through the cataloging department.
6. To maintain an accurate supply inventory of those consumable supplies used in her activities and to make recommendations for purchase to the director.
7. To supply accurate bibliographic verification for those materials processed through her department.
8. To verify correct catalog entries for those items processed through her department.
9. To oversee the performance of assigned workers.
10. To serve as a consultant to the Learning Resources staff.
11. To serve in local, state, and national organizations.
12. To complete all required reports.
13. To assist in the evaluation of the effectiveness of new programs and/or materials.

LEVEL IV: Library assistant.

1. To interview and recommend students for employment.
2. To assign processing priorities to those materials flowing through the processing center.
3. To insure that the Learning Resources Center budget is updated according to the information supplied by vendors.
4. To maintain an accurate supply inventory and to make recommendations for the purchase of supplies to the director.
5. To insure that correct bibliographic verification is performed for all materials being ordered.
6. To insure that all catalog entries are correct.
7. To perform maintenance to all catalog entries that are incorrect.
8. To oversee and supervise the performance of assigned workers.
9. To serve as a consultant to the Learning Resources staff regarding materials being processed through the processing center.
10. To complete any and all reports required of the processing center.
11. To evaluate the effectiveness of any new programs and/or materials instituted in the processing centers.
12. To assist faculty and students in every way possible consistant with this decision-making level.

LEVEL II: Clerk

1. To assign processing priorities to those materials requiring their personnel handling.
2. To insure correct information for budget updating.
3. To perform accurate bibliographic verification for all materials being placed on order.
4. To insure that correct catalog entries are made.
5. To perform filing activities in a correct manner.
6. To oversee the performance of assigned student workers.
7. To suggest efficiency measures.
8. To complete all reports required of their positions.
9. To assist the faculty and students in every way possible consistant with this decision-making level.

LEVEL I: Student workers.

1. To perform accurate bibliographic verification of all materials being ordered.
2. To assist in insuring correct cataloging entries are made.
3. To perform all filing activities correctly and efficiently.
4. To immediately notify superiors when encountering difficulty.
5. To assist faculty and students in every way possible consistant with this decision-making level.

CRITERIA FOR POSITION APPOINTMENT

LEVEL VII: Dean of Learning Resources.

The criteria for appointment to this position is beyond the scope of this document and therefore will be excluded.

LEVEL VI & V: Director and Assistant Director.

Persons appointed to these positions must have earned a Master's Degree as a minimum. Work experience in the field of library is highly desirable but not necessarily mandatory. The position requires a close working relationship with staff, faculty, students and administration. Therefore, the person occupying these positions must be friendly, helpful and sincere. The persons occupying these positions should also have some knowledge of library automation, automation techniques, and the methods of systems analysis.

LEVEL IV: Library Assistant.

A college degree is required for this position. In addition, a degree of proficiency and/or working experience in each specialized area is required. Person incumbent to this position should also have supervisory skills and knowledge of office management practices.

LEVEL II: Clerk

No college degree is required for this position, however, a degree of proficiency and/or working experience in each specialized area is required.

LEVEL I: Student Workers.

These individuals must be students of Tarrant County Junior College. They may be employed through the work/study program or as student assistants. They must be eager to work, courteous to the faculty, staff, employees and other students. No previous experience is necessary, however, any specialized skills will be utilized.

AUTOMATION SERVICES PROJECTIONS

Plans for the next five years are still in a state of flux, but increasing use of automated service is inevitable as demands on the present system expand.

Preliminary thinking for the immediate future is reflected in the following pages.

February 8, 1971

District Automation Services
Learning Resources Centers

Justin M. Kniemeyer, Director

There are eight areas I feel we should concern ourselves with. Several of these areas are interconnected and are capable of offering peculiar advantages that could not be presented if offered above. Some of the items we should discuss do not, on the surface, seem to offer advantages in terms of actual cost savings. However, I think we will find that a more subtle or hidden type of cost savings is available to the Tarrant County Junior College District on the whole.

The areas discussed in the paper are not arranged in any sort of priority except that those items discussed first are generally felt to be the most critical.

First the District Automation Services requires from Data Systems an effective and realistic scheduling of computer services for batch processing of LRC programs and a firm committment to meet this schedule. The District Automation Services Technical Services Department is not staffed adequately to provide any means of manual manipulation of materials. The technical service application is completely and wholly dedicated to and dependent upon receiving complete and adequate support from Data Systems. When the department does

not receive scheduled computer services, the entire system breaks down and becomes unmanageable. If effective computer services scheduling and if the schedule is met, the Technical Services Department will be capable of utilizing its personnel in the most efficient manner and thus produce a cost saving for TCJCD.

Next, it is mandatory that District Automation Services receive programming support in order to effect normal maintenance and updating of existing programs. In its current state the library automation system is beginning to deteriorate. For example, eight hours of computer time is required to run the weekly library acquisitions; two hours of computer time is required to run the daily library circulation; four hours of computer time is required to run the monthly budget report; as of this date there is an error in the budget program which does not permit the budget to be run at all. This list of examples could be continuedfor some length but I don't believe any special purpose would be accomplished. I place immediate programming-support as the highest priority item for District Automation Services. Without programming assistance I believe that District Automation Services will soon have to begin resorting to a more manual mode of operation in order to continue to provide service to the Learning Resources Centers to the extent they deserve.

There are several major(equipment) areas that I believe can be assisted toward a more economical mode of operation as Data Systems operation pertains specifically to District Automation Services.

First, we should implement an improved method of inputting bibliographic data into the computer. I recommend that we install in the Technical Services Department one Honeywell KEYTAPE unit with the following options:

1. 9 track 800 BPI tape unit.
2. Standard 64 character keyboard.
3. KEYTAPE serial printer.
4. Automatic program load.
5. 400 character buffer.

The cost of this unit on a one year lease agreement is $3,648.00. This unit would provide for direct input of bibliographic data without card punching. The unit will also permit the off-line production of Library Order Cards from keyed data and eliminate the production of these cards manually in a separate step.

Secondly, I recommend we install an improved circulation system in the campus libraries. I recommend a system manufactured by the Colorado Instruments, Inc. The circulation system would replace the Standard Register equipment currently installed and the need to purchase ZIP CARDS. The Colorado Instruments system consists of:

1. One central controller multiplexer
2. Two 9 track 800 BPI tape recorders
3. Four circulation consoles.
4. One leased telephone line between campuses.

The cost of leasing this equipment on a five year lease plan is $12,060.00 per year.

This system permits a rapid, accurate, and quiet circulation transaction. Transactions from both, or all, campuses are recorded on one recording unit as they occur. We will eliminate the delay of transporting cards to Data Systems. In eliminating punched cards, the system increases the accuracy of the data being recorded and provides direct data input into the computer. All of the circulation materials currently employed by the LRC's can be continued to be used without modification. Slight program modifications will be required in order to utilize the equipment.

Next, I recommend that a current awareness project be initiated utilizing the MARC II tapes prepared by the Library of Congress. The MARC II subscription is available for $800.00 annually. The FAC-CAP FACULTY CURRENT AWARNESS PROGRAM will ultimately provide each faculty member and administrator with a weekly bibliographic listing of materials written in English that have been cataloged by the Library of Congress during the preceding week. These lists can then be used by the faculty member or administrator as buying, and ultimately reading, guides. In

turn, the bibliographic data in machine readable form on the MARC II tapes should be used to provide direct input into the library acquisitions programs. This action will further reduce the amount of keying required to place an item on order and also will reduce the time spent verifying an order by a Technical Services Department employee. Thus cost savings can be realized in both Data Systems and Technical Services.

District Automation Services is currently conducting a Pilot project in the utilization of a microfilm medium for the public Library Catalog. All indications are that the experiment will be successful and should be continued. The L R C has already experienced a considerable cost saving over catalog production in a bound book medium. I project that an even greater cost saving can be realized if Data Systems were to install a COM unit of the MEMOREX 1620 size that I recommended to them. A COM unit would be of great use to many departments within the TCJC District. Many areas are experiencing storage space problems for records produced by the computer. If a COM unit were installed, the resulting computer output, in terms of size, would be reduced twenty-four times.

There are other areas that we should be investigating for possible cost savings, but I believe the areas

mentioned above are of prime importance and that steps should be taken to install, implement or revise as necessary at the earliest possible time. Large equipment purchases are not possible under the current budget but should be recommended for the next annual budget. I recommend that programming support be provided immediately. If a new programmer is required, I recommend that one be hired now. I do not believe that we can afford to wait until September for programming support.

4 LIBRARY SERVICES

Objectives
Subsystem Flow Charts
Job Descriptions
Job Assignments
Levels of Authority and Decision Making
Position Responsibilities
Criteria for Position Appointment
Projections

Library Services Objectives

Goal I. To assist in every facet of the learning process.
- Obj. 1. Conduct LRC orientation classes each semester or as the need arises.
- 2. Conduct classes in reference and research techniques.
- 3. Serve as a member of the instructional development team.
- 4. Insure that reference personnel are readily available to faculty members.
- 5. Upon request, develop and maintain reserve collections.

Goal II. To maintain and develop a viable materials collection relative to the T.C.J.C. District curriculum.
- Obj. 1. Insure faculty involvement in the collection development by allocating purchase funds to departments.
- 2. Provide for student participation in materials selection through utilization of suggestion boxes.
- 3. Insure a well-rounded collection including vocational, technical and university-parallel materials at varied levels of reading comprehension.
- 4. Provide materials in the collection reflecting major cultural and ethnic viewpoints.
- 5. Utilize state and national standards as material selection criteria.
- 6. Secure additional copies of materials most in demand.

Goal III. To encourage cultural, recreational, and personal enrichment.
- Obj. 1. Provide free access to materials through the open stock concept.
- 2. Provide space for cultural displays.

Goal IV. To provide efficient dissemination of information.
- Obj. 1. Provide a comprehensive and easy to use index to the Learning Resources collection.
- 2. Provide an efficient system for circulating materials.
- 3. Prepare subject and interdisciplinary bibliographies as needed.
- 4. Provide a method for informing faculty of the status of their orders and budgets.
- 5. Provide comprehensive reports to the Learning Resources Committee.

Goal V. To evaluate and improve the effectiveness of the Learning Resources Program.

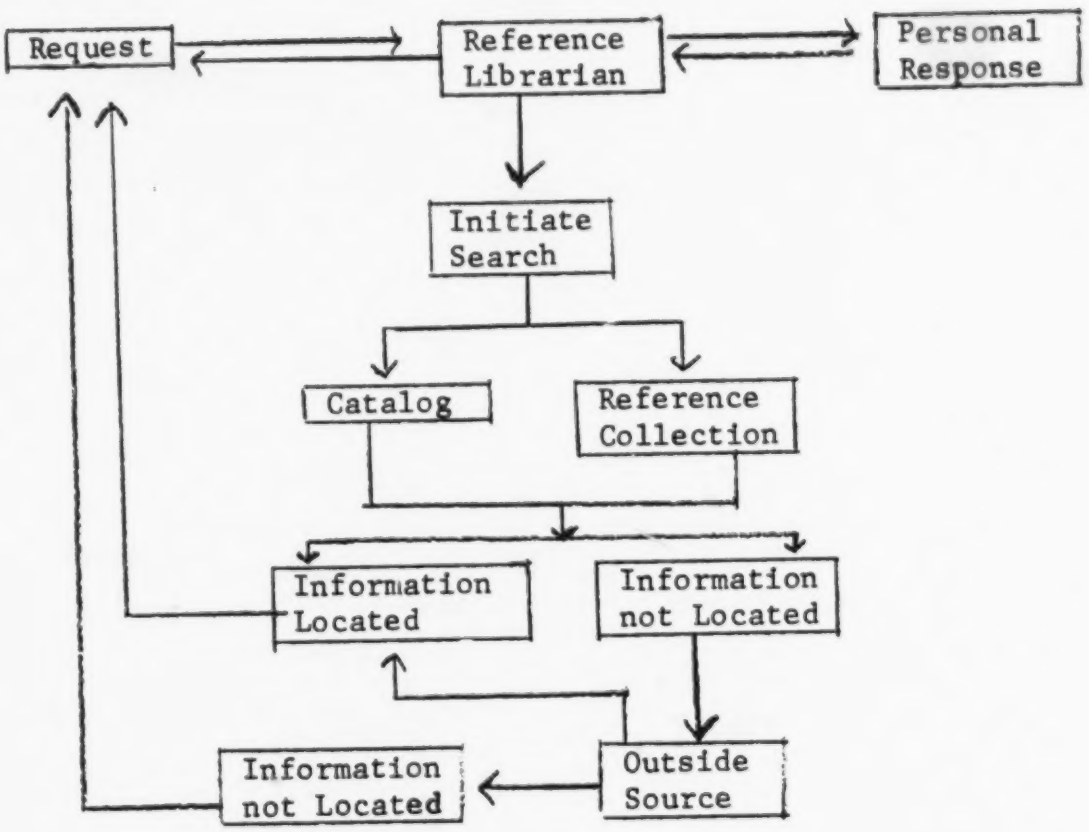
Obj. 1. Utilize state and national standards for periodic evaluation.

2. Develop and make use of an instrument for the evaluation of the library services.

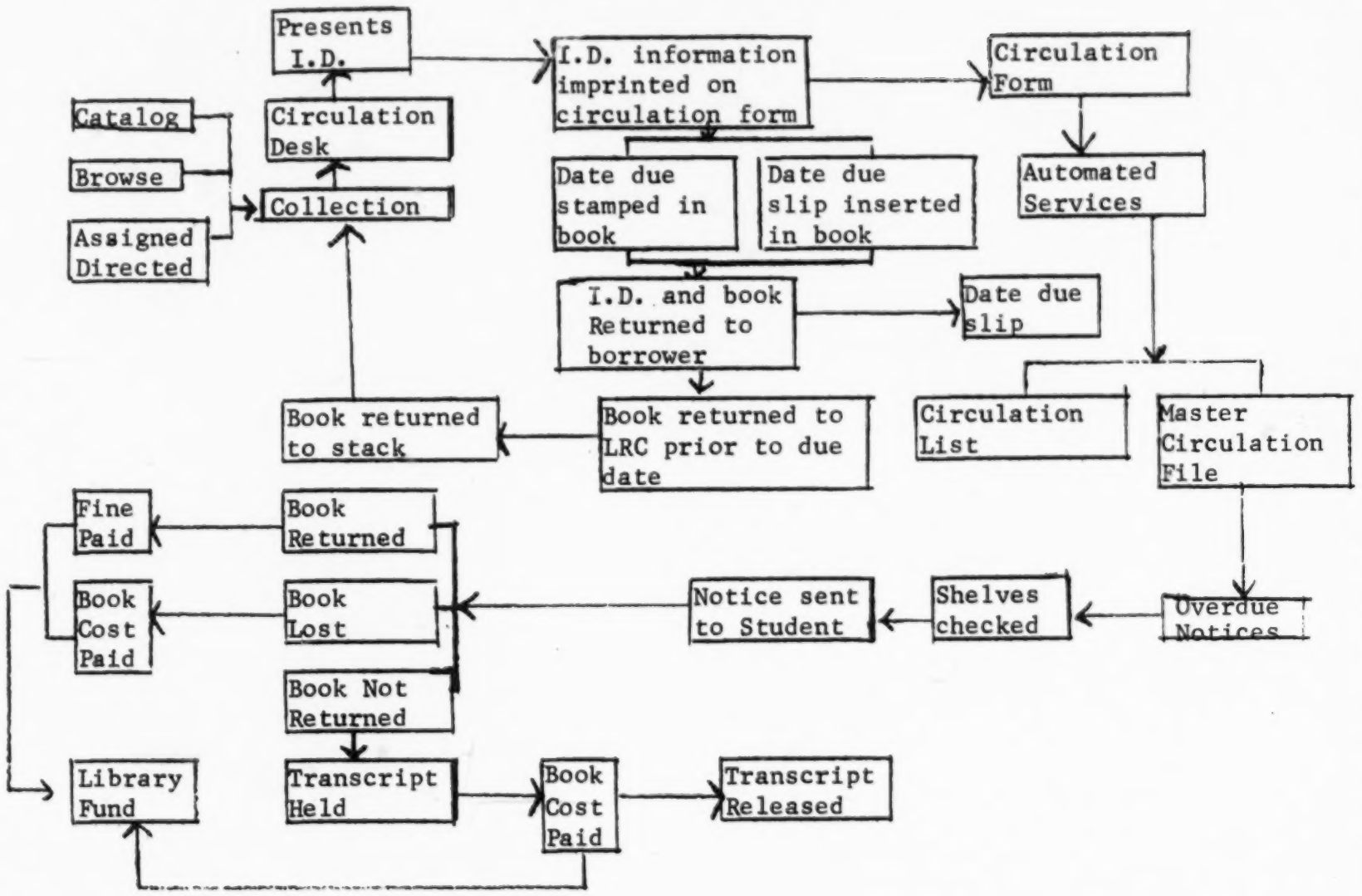
3. Make operational and policy changes should the need be indicated as a result of evaluation responses.

4. Solicit suggestion from the Learning Resources Committee.

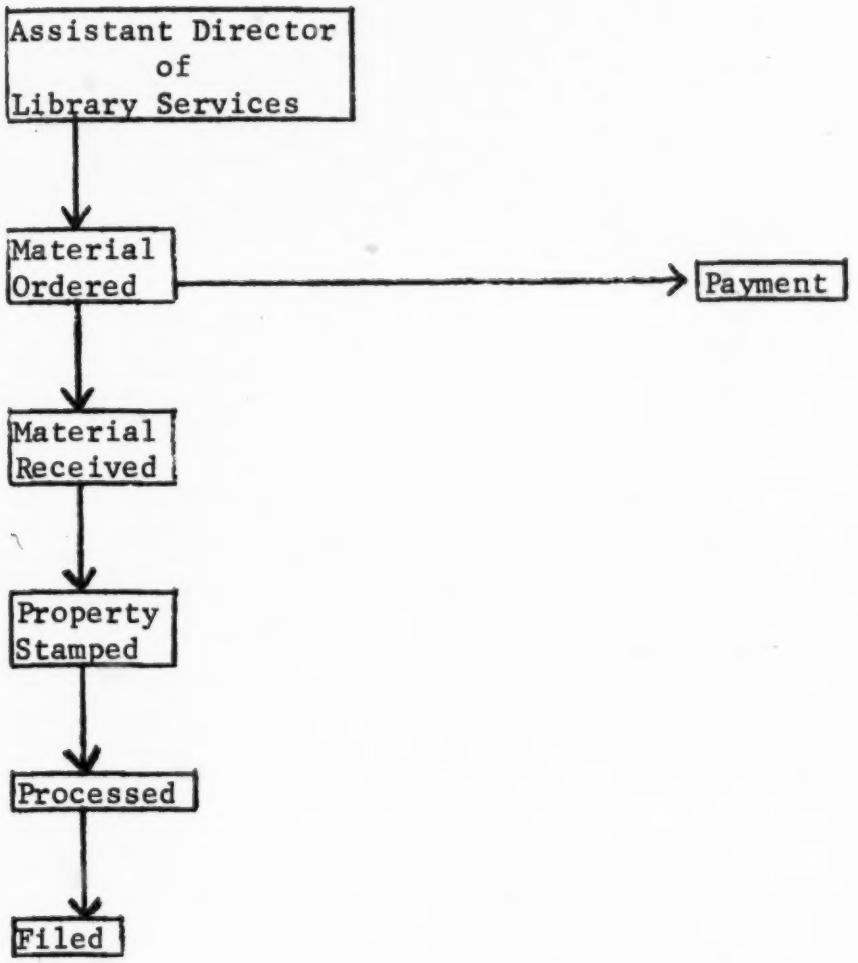
REFERENCE SERVICES



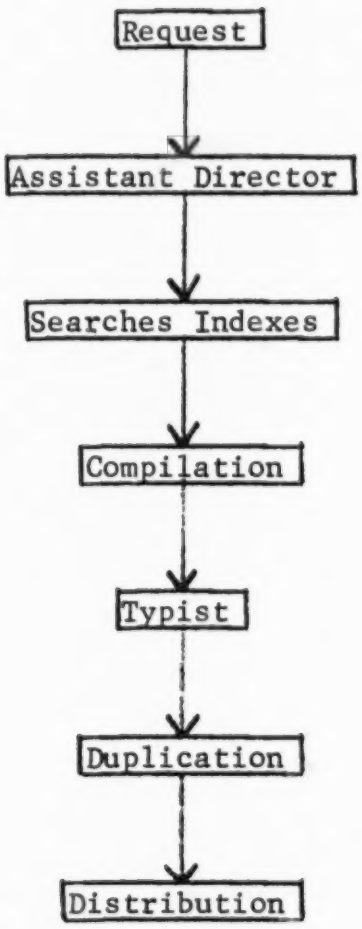
CIRCULATION



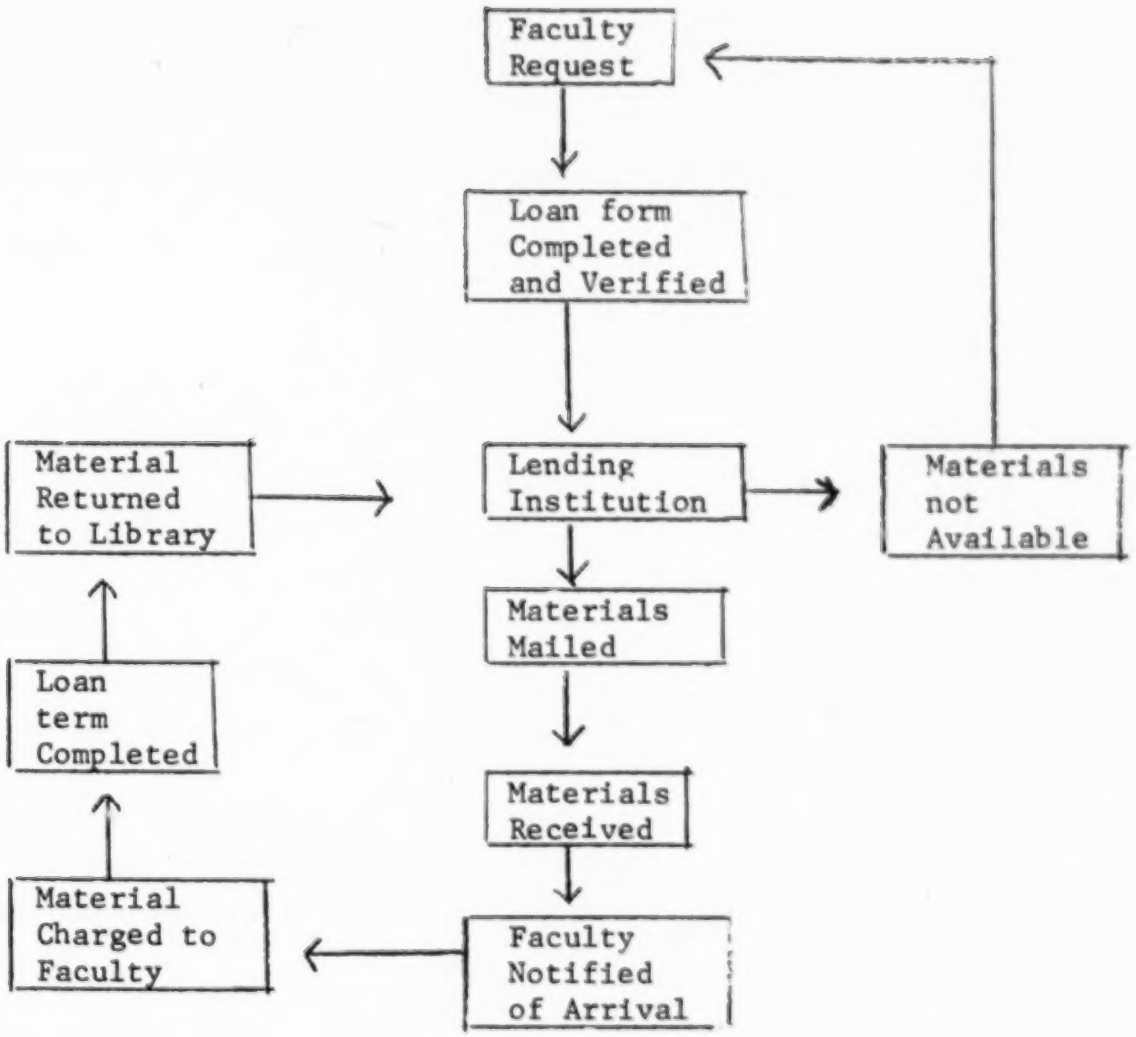
SPECIAL MATERIALS COLLECTION



BIBLIOGRAPHIC SERVICE



INTERLIBRARY LOANS



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JOB DESCRIPTION

I. Circulation of Materials

1. Charging and discharging of books
2. Checking and mailing of overdue notices
3. Handling of transcript holds
4. Collection of fines
5. Shelving of materials
6. Copying of microfilm
7. Checking error list (computer print out)
8. Compute and collect fines

II. Periodicals Control

1. Checking in of materials (includes periodicals and microfilm)
2. Property stamping
3. Shelving of materials
4. Preparation for bindery
5. Making claims for missing items
6. Checking invoices for payment
7. Renewal of subscriptions
8. Maintenance of periodical file for public use
9. Acquisition of periodicals and microfilm

III. Reference Services

1. Assist students and faculty in use of library materials
2. Prepare subject bibliographies
3. Select materials for Reference Collection
4. Maintenance of special materials files
5. Assist students and faculty with research problems
6. Interpret policy and procedure to patrons and staff

IV. Secretary

1. Receive incoming calls
2. Handle correspondence
3. Keep student time
4. Type coding sheets for orders
5. Keep budget records
6. Maintain files

V. Reserve Collection

1. Receive requests from faculty
2. Prepare material for reserve shelf
3. Maintain reserve file
4. Shelve reserve materials
5. Circulation of reserve material

VI. Interlibrary Loan

1. Receive requests from faculty
2. Verify
3. Order material
4. Maintain records
5. Return material to point of origin

VII. Special Collections

1. Maintenance of files
2. Selection of material
3. Acquisition of material for special collections

JOB ASSIGNMENT

LIBRARY SERVICES-SOUTH

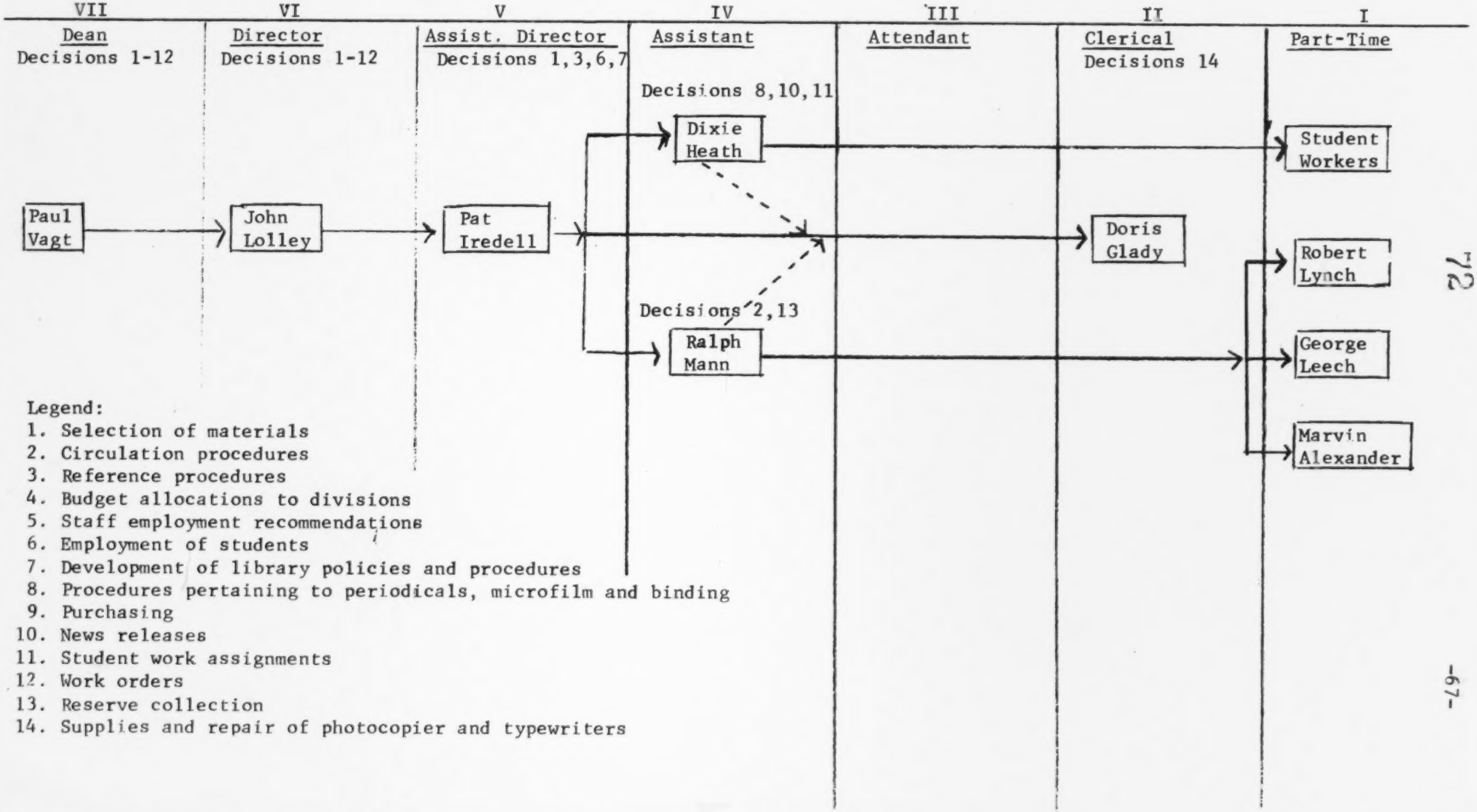
Name	Position	Primary	Secondary
John Lolley	Director	1-7	
Pat Iredell	Asst. Director	3,5,6,7	1-7
Dixie Heath	Asst. (periodicals)	2	3
Ralph Mann	Asst. (circulation)	1	3
Doris Glady	Secretary	4	3

LIBRARY SERVICES-NORTHEAST

Name	Position	Primary	Secondary
Tommy Ozburn	Director	1-7	
Charles Hickox	Asst. Director	3,5,6,7	1-7
Jerry Parr	Asst. (periodicals)	1,2	3
Juanelle Quisenberry	Secretary	4	3

LEVELS OF AUTHORITY AND DECISION-MAKING

LIBRARY SERVICES-SOUTH

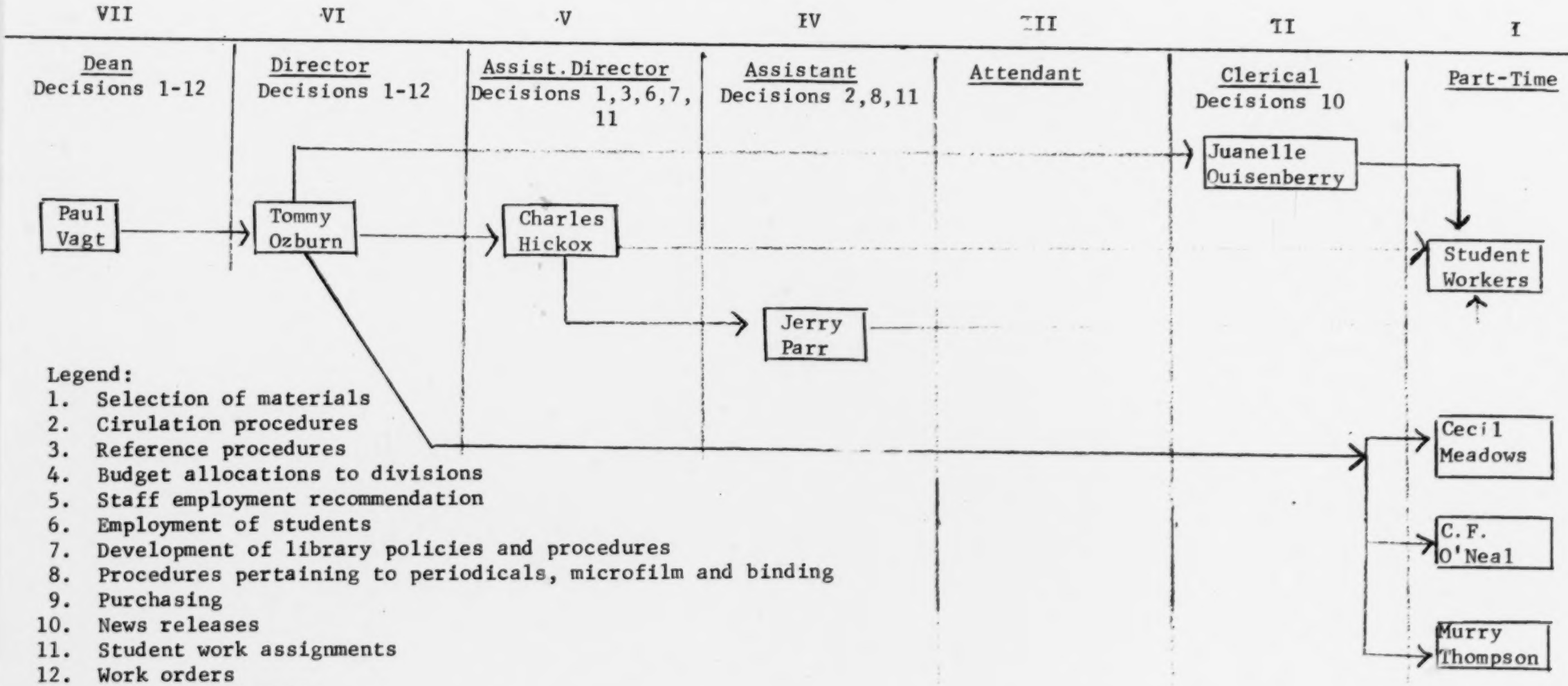


Legend:

1. Selection of materials
2. Circulation procedures
3. Reference procedures
4. Budget allocations to divisions
5. Staff employment recommendations
6. Employment of students
7. Development of library policies and procedures
8. Procedures pertaining to periodicals, microfilm and binding
9. Purchasing
10. News releases
11. Student work assignments
12. Work orders
13. Reserve collection
14. Supplies and repair of photocopier and typewriters

LEVELS OF AUTHORITY AND DECISION-MAKING

LIBRARY SERVICES-NORTHEAST



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POSITION RESPONSIBILITIES

LIBRARY SERVICES

Level VI: Director

1. Establish policies and procedures
2. Develop library orientation for faculty and students
3. Supervise and direct library personnel
4. Assist and advise faculty in instructional development which includes library services
5. Evaluate effectiveness of services
6. Co-chair Learning Resources Committee
7. Assign duties to personnel according to job description
8. Serve on campus and/or district committees
9. Prepare annual report
10. Interview and recommend staff employment

Level V: Assistant Director of Library Services

1. Supervise assigned workers
2. Serve as Reference Librarian
3. Serve on campus and/or district committees
4. Maintain and expand special materials collections
5. Assist in selection for general collection
6. Maintain reference collection
7. Interpret policy and procedure to patrons and staff
8. Train student assistants
9. Participate in Library Orientation programs
10. Supervise library in absence of director

Level IV: Library Assistant

1. Train and supervise student assistants in assigned area
2. Suggest efficiency measures
3. Assist students and faculty with simple research problems
4. Equipment maintenance
5. Maintain and supervise assigned area

Level II: Secretary

1. Maintain friendly relations with staff and patrons
2. Make monthly budget reports
3. Assist faculty and students with simple reference problems

Level I: Part-Time Students

1. Maintain friendly attitude
2. Notify staff when problems occur

Level I: Exit Control Personnel

1. Compute and collect fines
2. Keep receipt book in order
3. Make change
4. Check outgoing books for errors

CRITERIA FOR POSITION APPOINTMENT

LIBRARY SERVICES

Level VI: Director
Graduation from an accredited college or university supplemented by an MLS degree from an accredited college of library science. At least five years of library experience in a supervisory capacity with at least two years spent in an administrative position.

Level V: Assistant Director
Graduation from an accredited college or university supplemented by an MLS degree from an accredited college of library science. At least one year of experience in an academic library.

Level IV: Assistant
Graduation from an accredited college or university and knowledge, skills, and experience in the area of his/her assignment.

Level II: Clerical
Skills in typing, bookkeeping, and filing.

Level I: Part-time
Student workers may be employed through the Work Study Program or as Student Assistants. Each must demonstrate an eagerness to work and be courteous to faculty, staff, and to other students. Some positions at this level require a more mature individual; therefore, older, usually retired, persons are employed. They too must demonstrate an eagerness to work and be courteous to those with whom they come in contact.

PROJECTIONS

No projections for future library services would be complete without a statement concerning the collection. According to the "Standards for Junior College Libraries," a two-year institution of up to 1,000 Full Time Equivalency should have a minimum of 20,000 volumes. At the time of this writing, the South Campus has passed that mark and the Northeast Campus is very close. The standards further recommend an increase of 5,000 books for every 500 FTE beyond a thousand. An example of the projection for the library collection on the South Campus would be about 70,000 volumes for a 6,000 FTE, which is the figure that has been suggested as a maximum FTE for the South Campus. These figures say nothing of quality. Naturally all projections should conform to the overall goals of the LRC as listed at the beginning of this document.

Other areas that should be considered in a projected view of the LRC are:

1. A weeding policy based on a computer print-out of the circulation of each piece of material. Those materials which have not circulated enough times to warrant their continued inclusion in the collection should be removed and placed in a control storage area. They would remain in the catalog, however, but would be designated as being housed in the control storage area and would be available for circulation to the district campus libraries upon call.

2. In accordance with the Instructional Media's plans to broaden their coverage to include satellite areas, the library services should supplement this coverage. Adequate reference and periodical materials will be needed to provide a full media satellite station. Special bibliographies would give a wider access to the main collection.

3. The Library Services must be prepared to support any storefront operation which the TCJC District undertakes. This should include the full realm of library service with reference materials, appropriate periodicals, and special collections.

4. The "Opportunity Room" on the South Campus will need to be expanded if it is to fulfill the promising start it has made. This should include the purchase of more civil service sample tests, career and occupational guides and information concerning trades. The Northeast Campus is adding a counselor to its services. Office space must be provided along with appropriate materials.

5. The Library Service must be prepared to assume the responsibility of administering all materials which

circulated directly to students, be they print or non-print. This should include traditional library services and those which were formerly administered by the Instructional Media facilities such as the circulation of packaged materials, tapes, video tapes, etc.

6. The TCJC libraries have experienced a phenomenal use of periodicals. To further take advantage of this situation, the Periodicals Librarian should be freed from as many clerical duties as possible. This would enable her to participate more in the selection and deletion of periodicals, dissemination of articles to faculty members, making bibliographies of articles, abstracting articles, etc. A clerical person could assume many of the "non-professional" duties now performed by the Periodicals Librarian.

5 INSTRUCTIONAL MEDIA SERVICES

Objectives
Subsystems Flow Chart
Job Descriptions
Job Assignments
Levels of Authority and Decision Making
Position Responsibilities
Criteria for Position Appointment
Projections

Media Services Objectives

Goal I. To assist in every facet of the learning process

Obj. 1. Assist the faculty in the development of a systems design approach to all courses offered.
2. Serve as a member of the instructional development team.
3. Provide students with a multi-sensory exposure to any given learning task.
4. Encourage the use of and the means by which learners may have access to course content on an individualized, self-paced basis.
5. Provide the faculty with tools designed to complement classroom instructor.

Goal II. To develop and maintain a viable materials collection relative to the T.C.J.C. District curriculum.

Obj. 1. Purchase or produce materials as required through instructional development.
2. Solicit faculty suggestions as to materials needed.
3. Insure that each item is properly cataloged.
4. House material in areas that insure the greatest degree of student accessibility.
5. Inventory, inspect, and repair semi-annually.
6. Where possible, maintain utilization records.

Goal III. To encourage cultural, recreational, and personal enrichment.

Obj. I. Provide materials and space for recreational listening.
2. Promote the "open shelf" concept for material storage and utilization.
3. Audio tape guest speakers.
4. Support the Student Activities program through close cooperation with the Dean of Students.

Goal IV. To provide efficient dissemination of information.

Obj. 1. Maintain an up-to-date media index file.
2. Route new materials brochures to faculty members.
3. Schedule a Learning Resources Committee meeting each month during the fall and spring terms.
4. Inform the faculty of impending materials acquisition grants and the disposition of same.
5. Provide comprehensive reports to the Learning Resources Committee.

Goal V. To evaluate and improve the effectiveness of the Learning Resources Program.

Obj. 1. A user evaluation form will accompany all locally produced materials delivered to faculty.

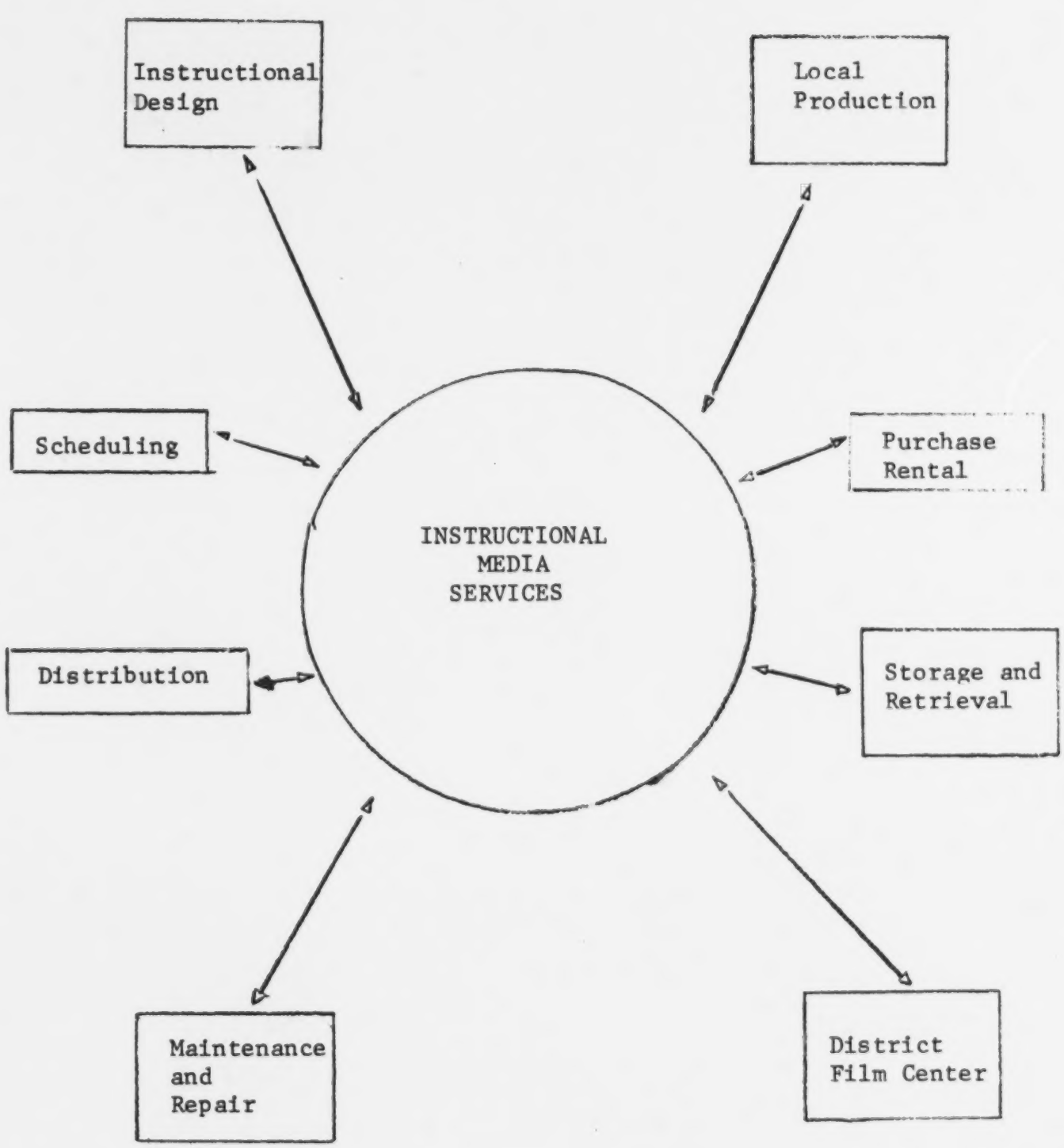
2. A user evaluation form will be left with all equipment and materials set up for classroom use.

3. A suggestion box will be located in the Programmed Learning Center.

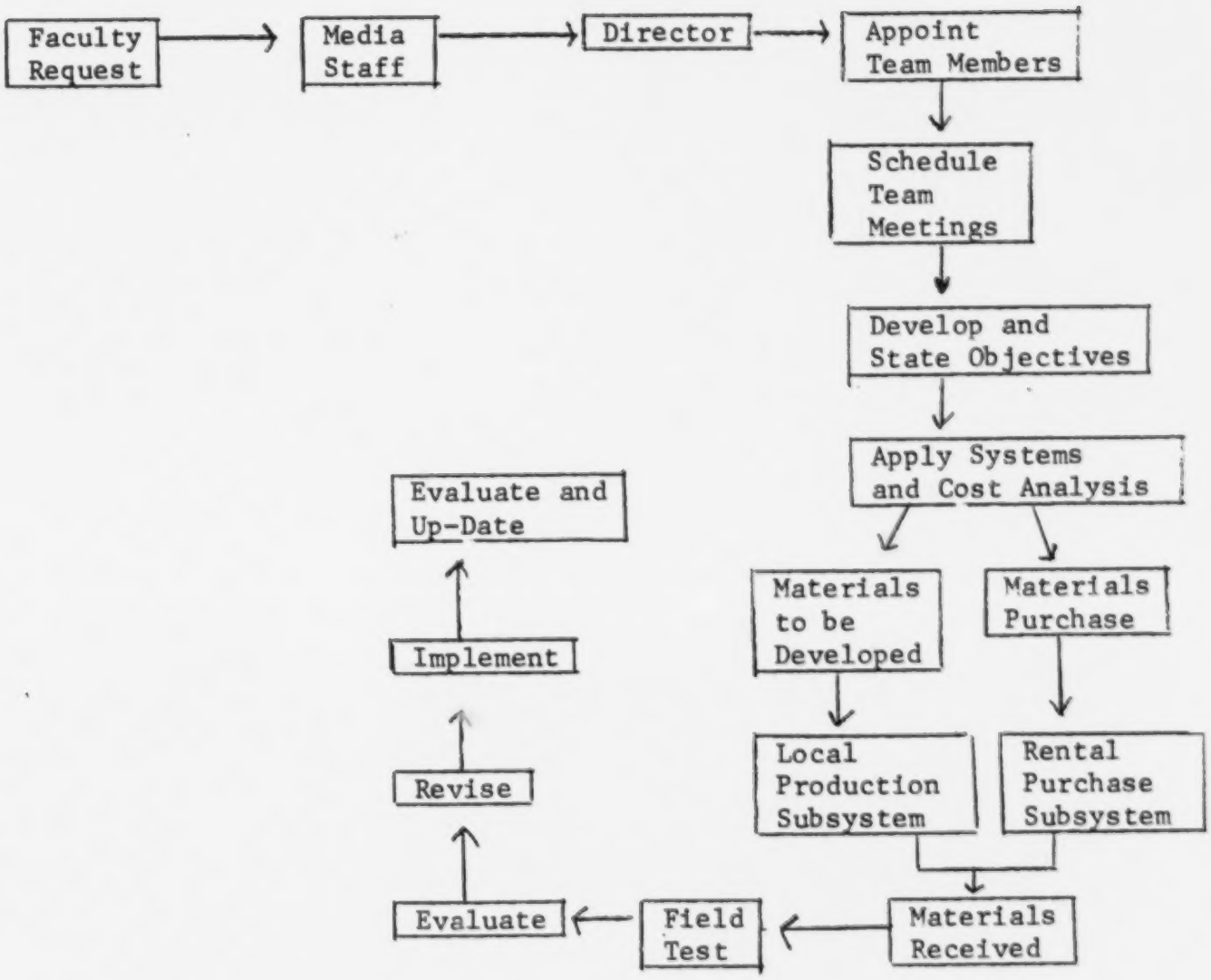
4. Develop and make use of an instrument for the evaluation of the media services.

5. Maintain evaluation records.

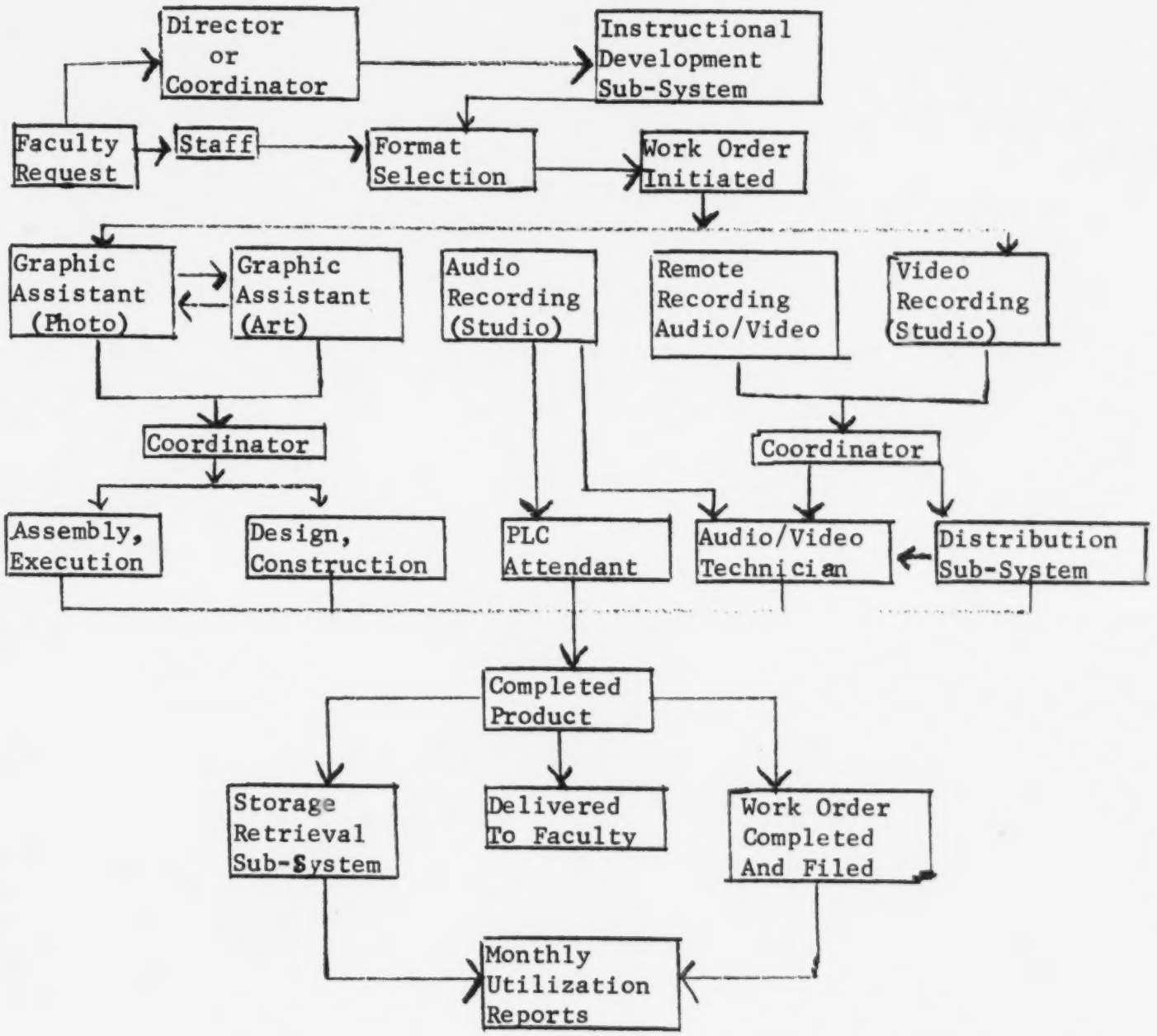
6. Make operational and policy changes should the need be indicated as a result of evaluation responses.


Instructional Design
Local Production
Scheduling
Purchase Rental
INSTRUCTIONAL MEDIA SERVICES
Distribution
Storage and Retrieval
Maintenance and Repair
District Film Center

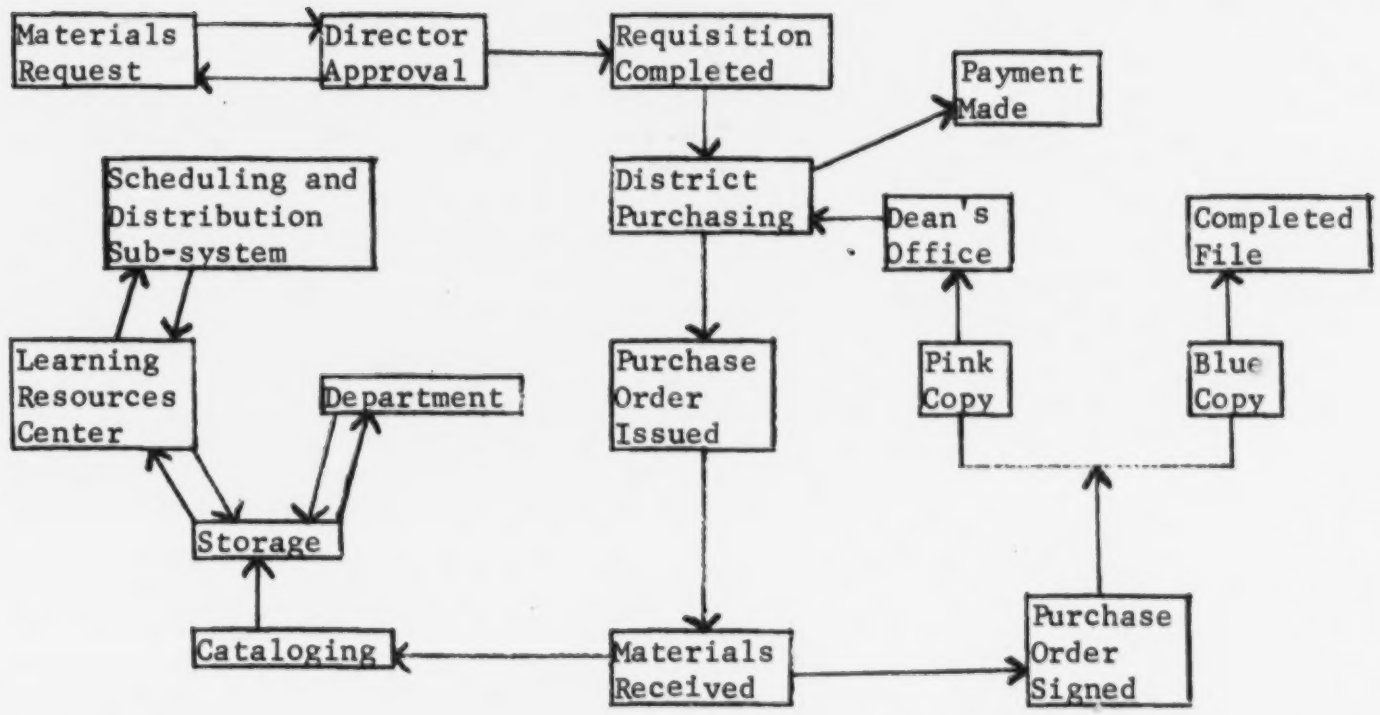
INSTRUCTIONAL DESIGN



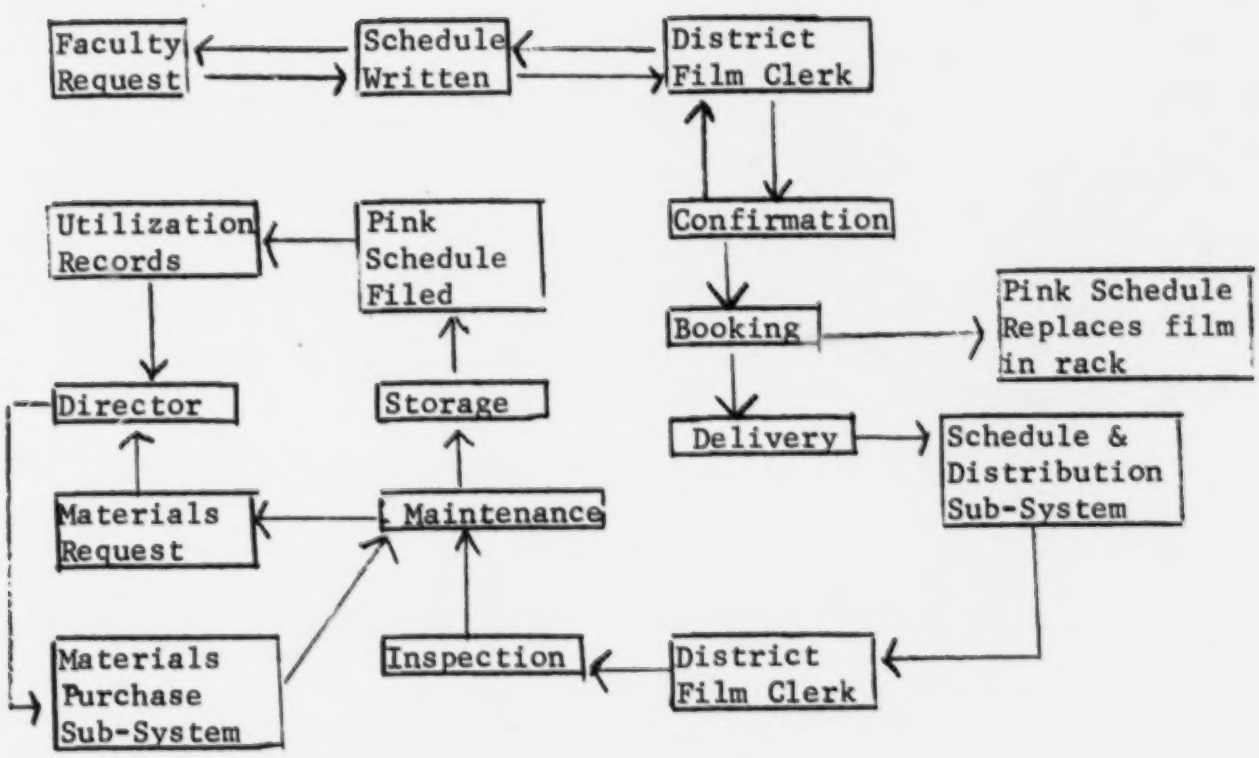
LOCAL PRODUCTION



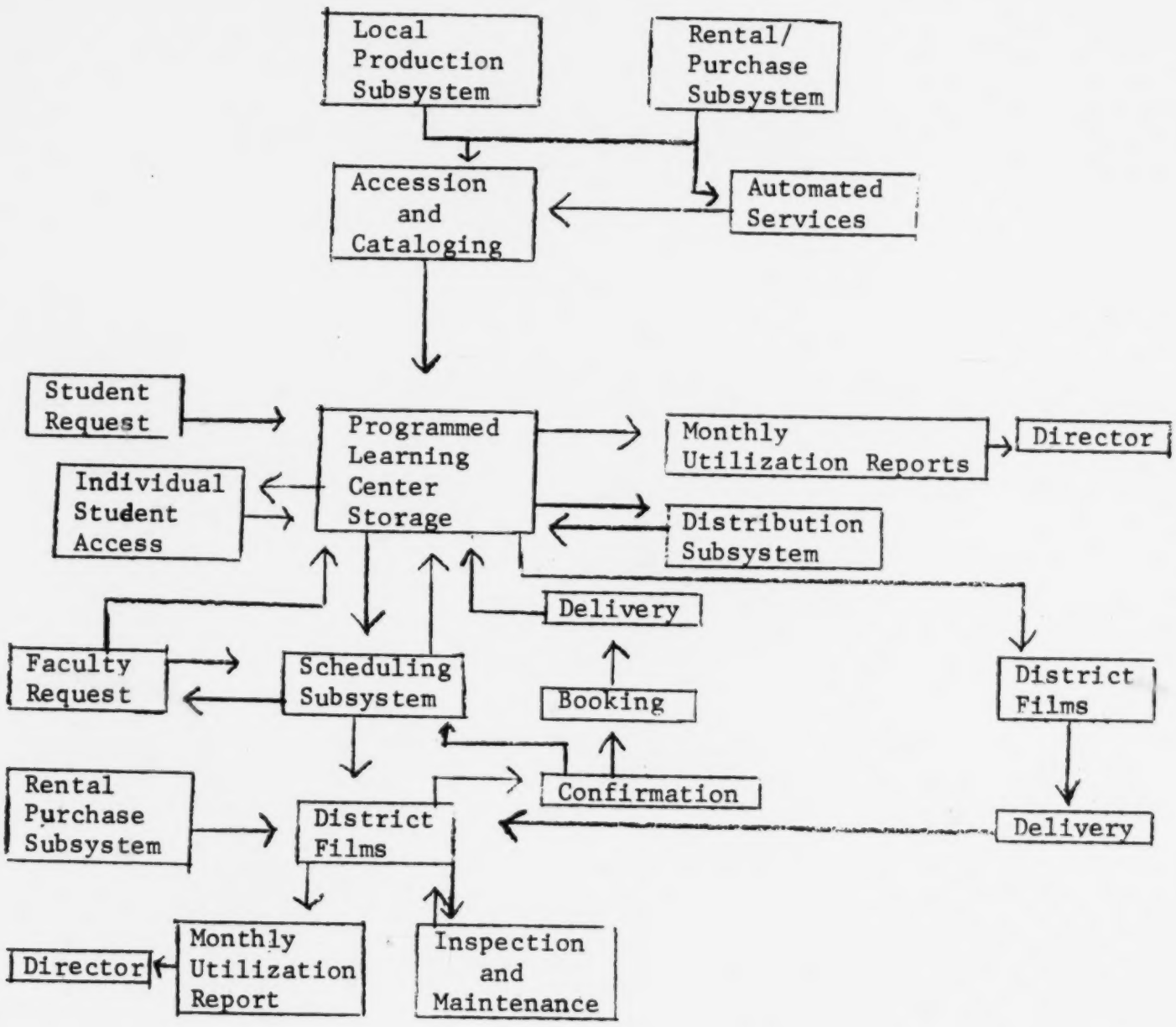
MATERIALS PURCHASE-RENTAL



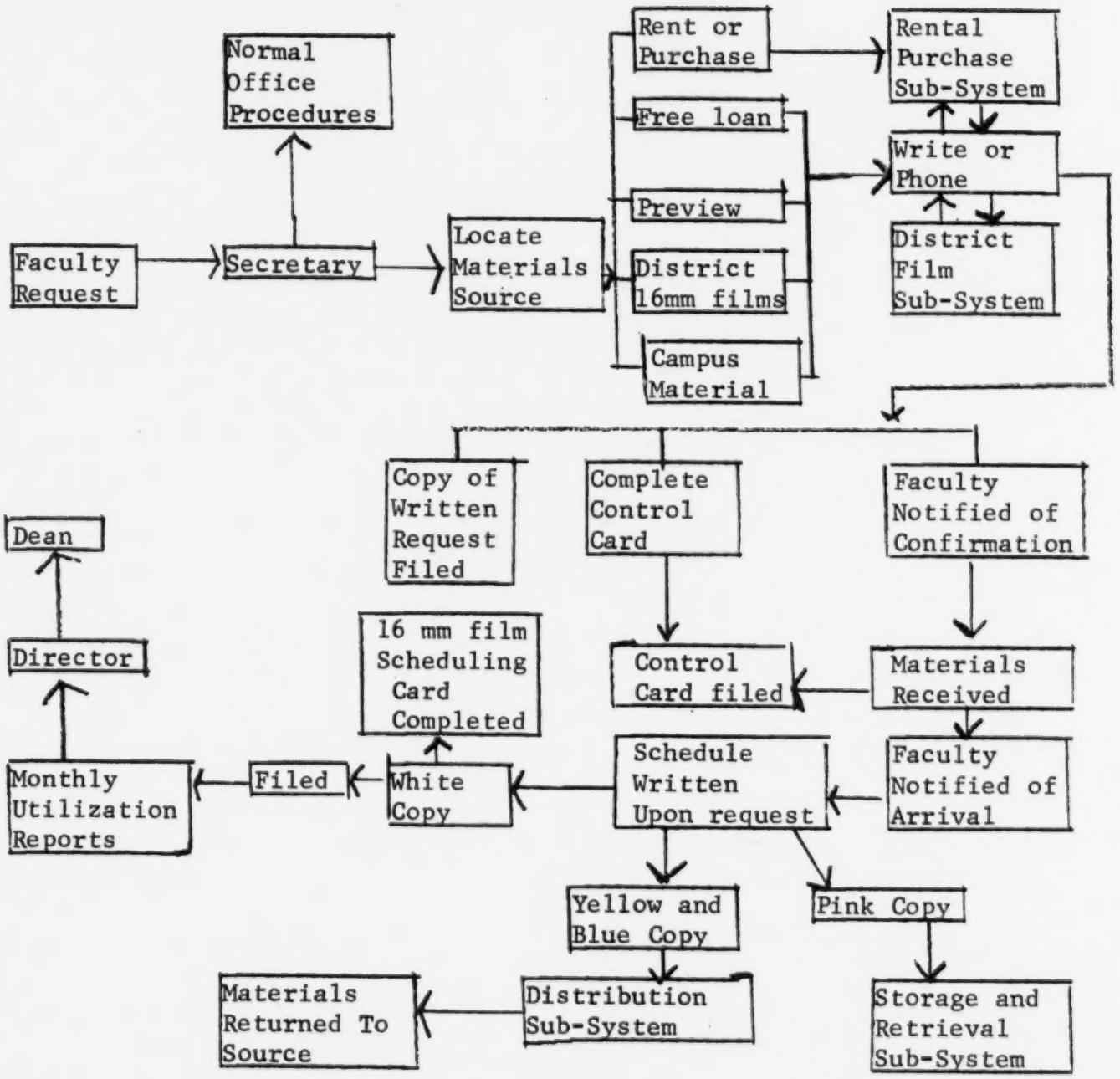
DISTRICT FILM CENTER



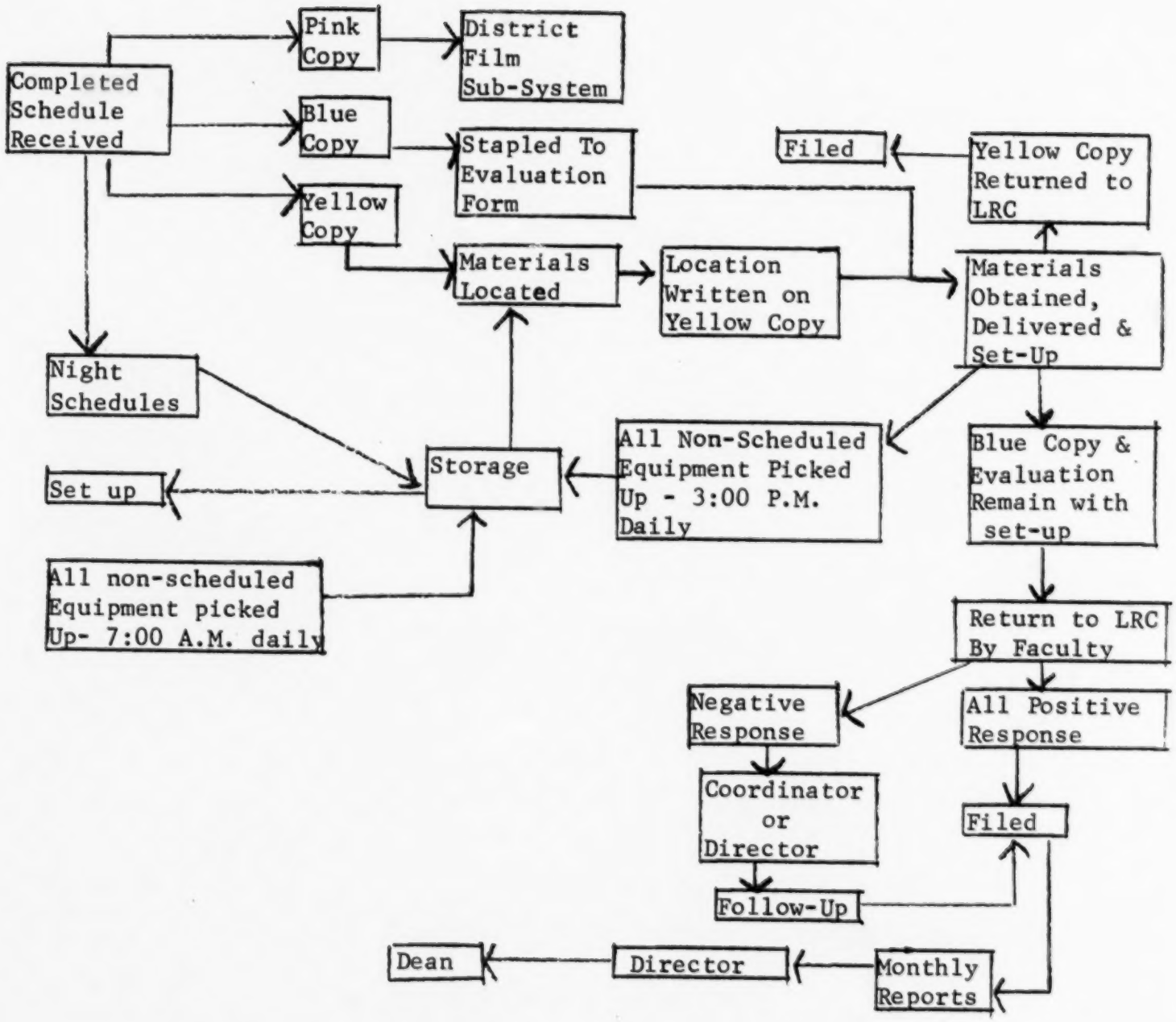
STORAGE AND RETRIEVAL



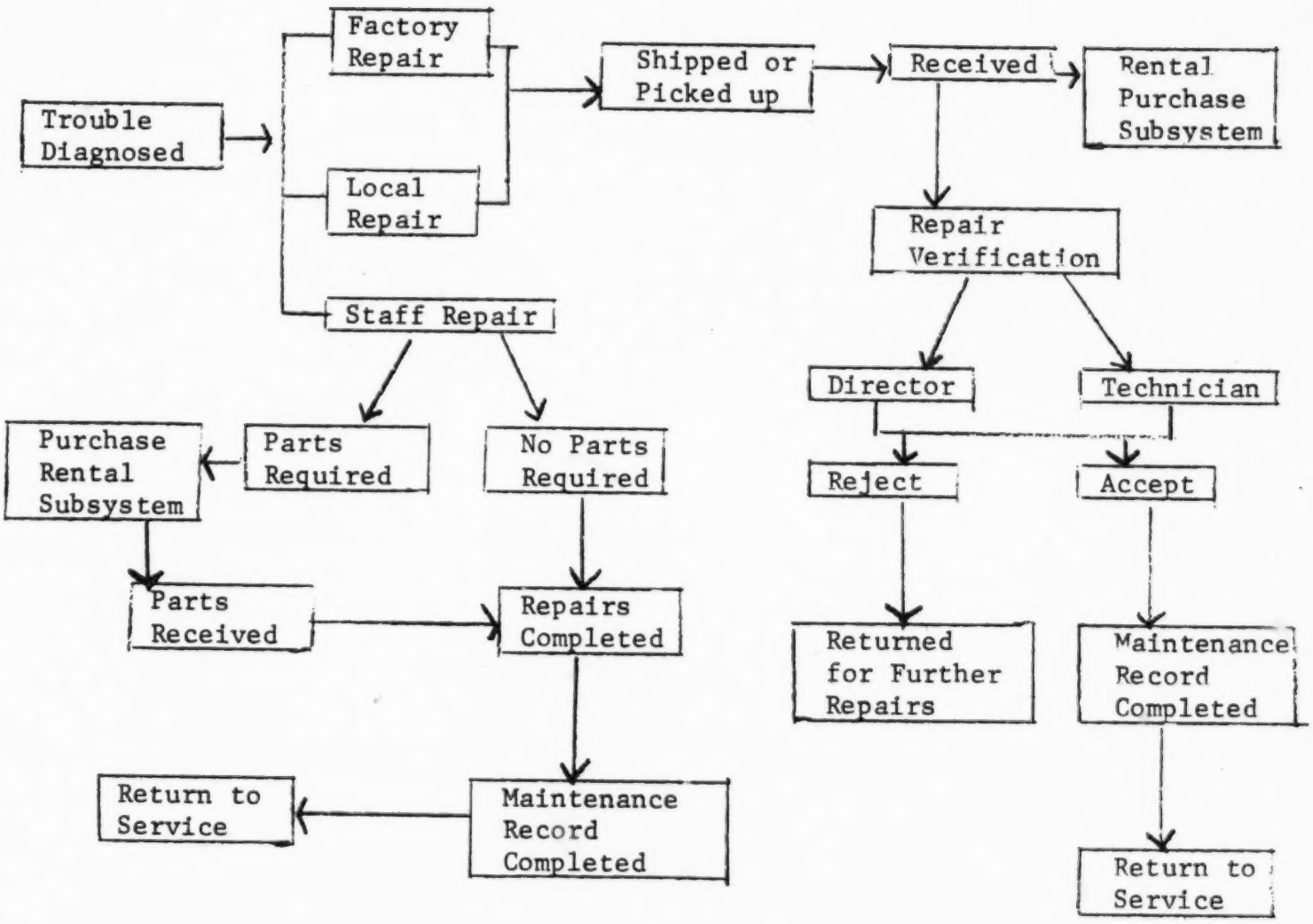
SCHEDULING


Normal Office Procedures
Rent or Purchase
Rental Purchase Sub-System
Free loan
Write or Phone
Preview
Faculty Request
Secretary
Locate Materials Source
District 16mm films
District Film Sub-System
Campus Material
Copy of Written Request Filed
Complete Control Card
Faculty Notified of Confirmation
Dean
16 mm film Scheduling Card Completed
Control Card filed
Materials Received
Director
Monthly Utilization Reports
Filed
White Copy
Schedule Written Upon request
Faculty Notified of Arrival
Yellow and Blue Copy
Pink Copy
Materials Returned To Source
Distribution Sub-System
Storage and Retrieval Sub-System

DISTRIBUTION



MAINTENANCE AND REPAIR



JOB DESCRIPTIONS

The traditional method of writing a job description is that of describing what each employee does while on the job. This document reflects a departure from that type of system. We have attempted to isolate and describe every job within each of the three service areas. Each job is given a numeric identification and is assigned to an individual in the organization as a primary or secondary job.

The advantages of this system are three-fold. (1) If an employee who has certain skills leaves the organization, one need not rewrite job descriptions to fit his replacement. (2) If one finds an employee is incapable of adequately performing his primary job(s), new assignments can be made without rewriting job descriptions. (3) It provides a framework within which cross-training may be effectively accomplished. Secondary job assignments facilitate cross-training and insure back-up during periods of overload or absence.

JOB DESCRIPTION

MEDIA SERVICES

1. STILL PHOTOGRAPHY
   1. Make original black and white or color photographs.
   2. Copy original or textbook drawings.
   3. Copy slides or filmstrips.
   4. Expose 16 mm or 8 mm motion pictures.
   5. Enlarge still pictures.
   6. Develop black and white or color film.
   7. Operate the photomodifier for production of transparency or opaque copies.

2. MOTION PICTURE PRODUCTION
   1. Act as cameraman-director of productions.
   2. Perform all editing.
   3. Match work print and original.
   4. Prepare original (ACL standard) and sound track for printing and/or reduction to Super 8mm.
   5. Shoot 8 mm footage and assist others in using 8mm equipment.
   6. Be able to use effectively:
      (1) 16mm and 8mm cameras and accessories
      (2) 2 gang editor viewer, with sound reader.
      (3) Double system projector
      (4) Nagra recorder for lip-sync recording
      (5) Lighting techniques advanced.

3. BASIC GRAPHICS PRODUCTION
   1. Mount pictures and flat materials either by dry or wet process.
   2. Frame and laminate materials.
   3. Letter charts or posters, using lettering guides, paste-on,dry transfer letters or Reynolds Print-A-Sign.
   4. Operate the varityper headliner and Phototypositor.
   5. Construct display boards, color charts, poster, and transparencies using commercial adhesives, plastic inks, tempera, water colors, papers and similar materials.
   6. Operate and maintain all equipment used to produce the above.

4. ARTWORK AND DESIGN
   1. Prepare artwork for transparency production.
   2. Prepare artwork for slide production.
   3. Prepare artwork for motion picture projection.
   4. Design and produce special artwork for printing.
   5. Design layout of posters and charts.

5. TRANSPARENCY MASTER PREPARATION
   1. Prepare transparency master using one or a combination of these methods:
      (1) Headliner or typositor lettering
      (2) Dry transfer lettering
      (3) Ink and lettering guides
      (4) Typewritten copy
      (5) Xerox copy
      (6) Original artwork and lettering
      (7) Photo-modifier
      (8) Soft led pencil

6. TRANSPARENCY PRODUCTION
   1. Produce thermal transparencies.
   2. Produce diazo transparencies.
   3. Produce color lift transparencies.
   4. Produce Photo-Modifier transparencies.
   5. Produce handmade transparencies, using acetate ink, color adhesives, etc.

7. TELEVISION STUDIO ASSISTANCE
   1. Demonstrate basic knowledge of studio operation and techniques including camera operation, lighting, and microphone placement.

8. TELEVISION PRODUCTION
   1. Set up and operation of television studio.
   2. Supervise set up and operation of classroom or remote video recording.
   3. Edit and duplicate video tapes.
   4. Maintain video tape stock and recommend purchase.

9. AUDIO EQUIPMENT OPERATION
   1. Be able to set up and operate all tape recorders.
   2. Know how to set up and operate record players.
   3. Know how to splice tape.
   4. Know how to perform tape duplication.

10. AUDIO PRODUCTION
   1. Make tapes of all campus speeches.
   2. Set up and assist in studio tape sessions.
   3. Know how to splice tape.
   4. Know how to perform tape duplication.

11. AUDIO MATERIAL AND SUPPLIES
   1. Look after the blank tape supply.
      (1) New
      (2) Used
      (3) Reel-to-reel
      (4) Cassette
   2. Deliver tape to the PLC when it is requested.
   3. Clean used tape on the bulk eraser for further use.

4. Use used tape rather than new tape whenever possible.
5. Maintain supply of tape splicing tape and tape splicing accessories.
6. Know how to locate accessioned material.
7. Deliver new programs to cataloging personnel for accessioning.
8. Place accessioned materials in their proper location after use.
9. Keep accurate records of tape use.

12. PLC CONTROL ROOM OPERATION
    1. Be able to load and operate all program sources.
    2. Keep heads on all players clean.
    3. Clean every phonograph record before and after use.
    4. Schedule utilization by recording a headcount.
    5. Write all request on proper form.
    6. Be certain that all new material brought to the center is delivered to cataloging personnel.
    7. Keep accessioned material properly labeled and shelved.
    8. Allow no tapes to leave the collection unless there is a back up tape.
    9. Be able to set up and operate video tape recorders for copying programs off the air.
    10. Keep close control over equipment checked out over the counter.

13. PLC STUDY AREA
    1. Be able to load and operate all projectors.
    2. Keep headsets sterilized.
    3. Have material such as worksheets readily available and in order.
    4. Keep center neat and inviting.
    5. Report needs for maid, custodial, or maintenance service to the Media Coordinator responsible.

14. DISTRIBUTION
    1. Be able to load and operate all classroom media equipment.
    2. Be able to change lamps in all projectors.
    3. Deliver and set up all scheduled materials prior to scheduled time of use.
    4. Pick up materials after use.
    5. Keep all equipment clean and in optimal operating condition.
    6. File schedule sheet after set up (yellow copy).
    7. File schedule sheet after pick up (blue copy).

15. FILM BOOKING & MAINTENANCE
    1. Clean, inspect, and shelve all district owned films when returned from classroom use.

2. Repair damaged prints.
3. Insure that films are shelved in proper containers according to title and number.
4. Insure that all films have a proper leader and trailer.
5. Check in films when received in the mail.
6. Return rental films by mail.
7. Schedule films for classes.
8. Type cards for film file.
9. Accession tapes, films, filmstrips, and video tapes.

16. SECRETARY
    1. Take telephone or personal request from faculty members.
    2. Complete schedule request showing
        (1) Requesting party
        (2) Date and time needed
        (3) Place needed
        (4) Time material can be picked up
        (5) Description of material
    3. Route all schedules to appropriate destination (file the white copy, send blue and yellow to distribution, and pink to film library).
    4. Type requisitions and other departmental correspondence.
    5. Maintain accurate files.
    6. Prepare monthly utilization reports.
    7. Perform general office duties.

17. EQUIPMENT REPAIR AND MAINTENANCE
    1. Can diagnose malfunction.
    2. Can repair malfunction within limitations of local equipment and parts.

JOB ASSIGNMENT

MEDIA SERVICES - SOUTH

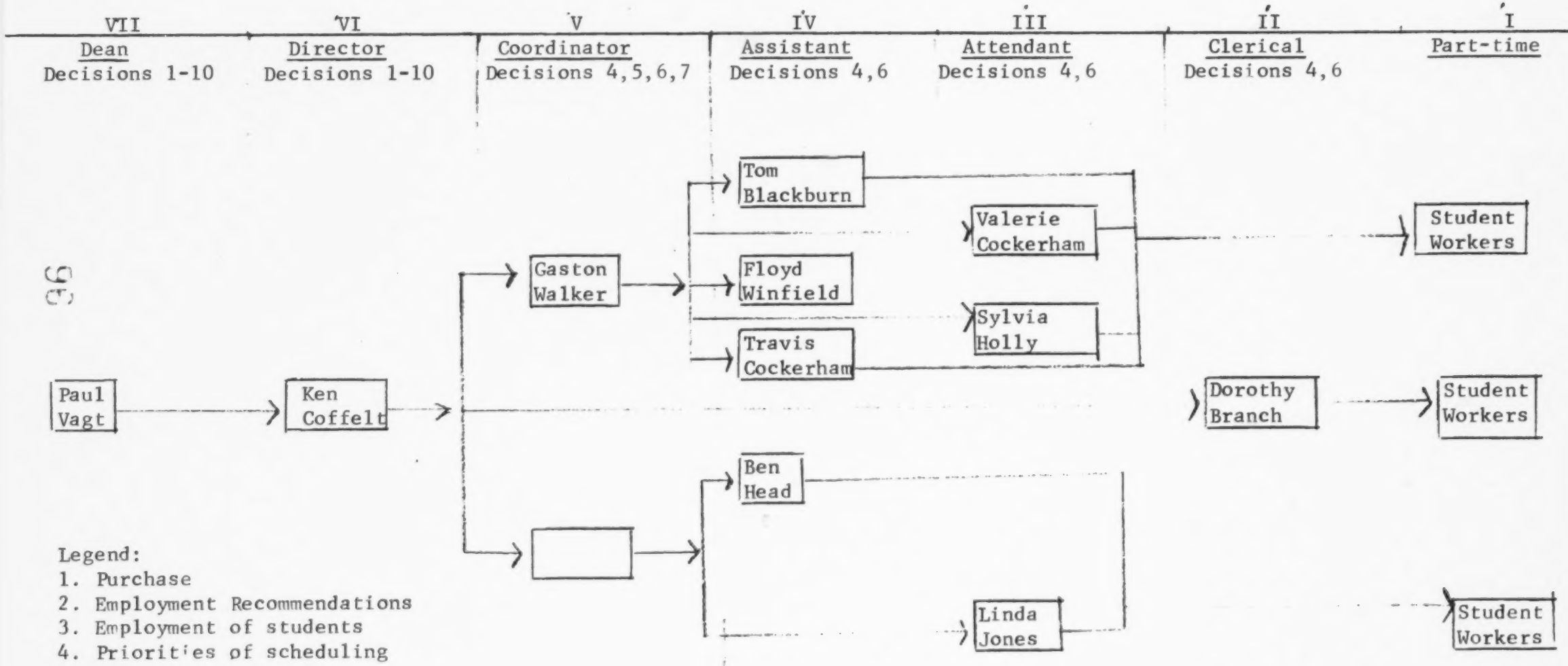
NAME	POSITION	PRIMARY	SECONDARY
Ken Coffelt	Director		
Gaston Walker	Coordinator	Supervision	
	Coordinator		
Travis Cockerham	Assistant	8,17	14
Ben Head	Assistant	1,2,3,6	5,12,13,7
Tom Blackburn	Assistant	7,9,10	1,2,8,14,17
Floyd Winfield	Assistant	14	17
Valerie Cockerham	Attendant	11,12,13	9,10,15,16
Sylvia Holly	Attendant	15	16,11
Linda Jones	Attendant	4,5	6,3
Dorothy Branch	Secretary	16	15,11

MEDIA SERVICES - NORTHEAST

NAME	POSITION	PRIMARY	SECONDARY
Dan Echols	Director		
Larry Wilson	Coordinator	Supervision	
Jim O'Dell	Coordinator		
Robert Frost	Assistant	8,7,9	10,12,11,14
Juel Pope	Assistant	14,17	9
Warren Landry	Assistant	1,2,6	3,5,7
Betty James	Assistant	4,3,5	6
Molly Helms	Attendant	12,13,11, 10	16,9
Robinel McDaniel	Secretary	16	15,13

LEVELS OF AUTHORITY AND DECISION-MAKING

MEDIA SERVICES-SOUTH

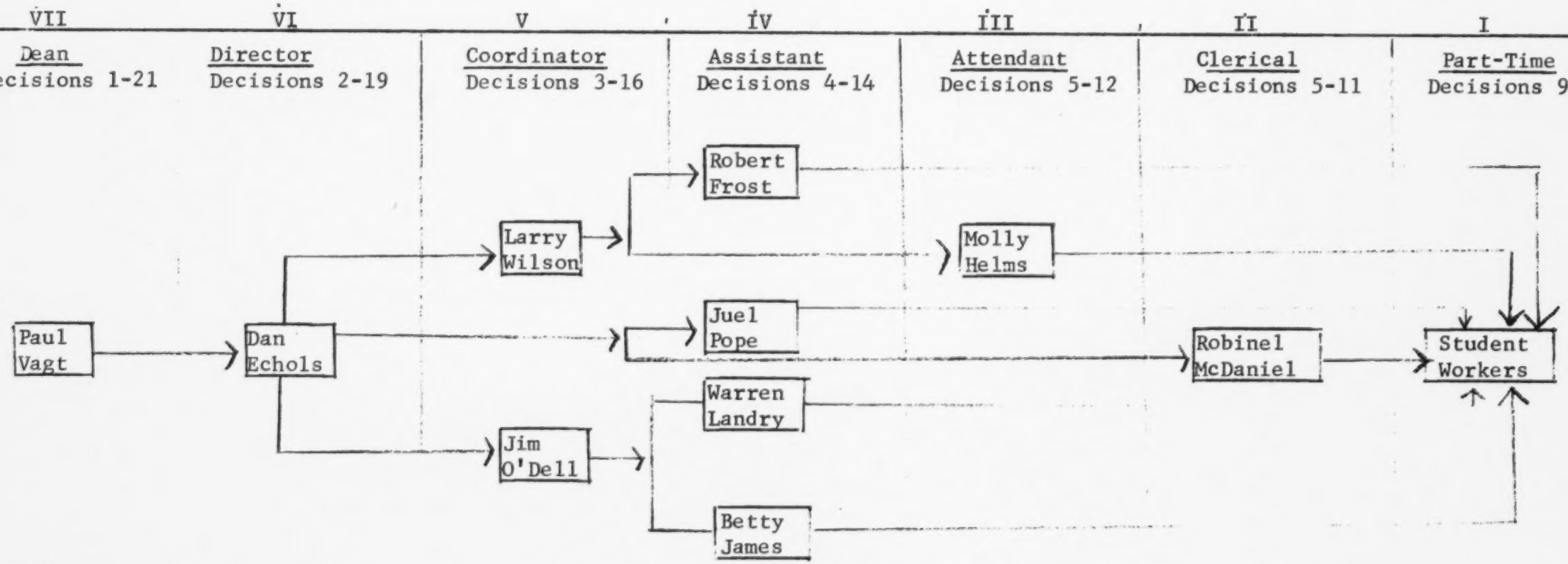


Legend:

1. Purchase
2. Employment Recommendations
3. Employment of students
4. Priorities of scheduling
5. Suitability of Media to learning task
6. Repairs
7. Materiels Selection
8. Budget allocation
9. Submitting workorders
10. Off-campus news releases

LEVELS OF AUTHORITY AND DECISION-MAKING

MEDIA SERVICES-NORTHEAST



Legend:

1. Policy Determination
2. Management Control
3. Instructional Design
4. Supervision of Personnel
5. Employee Evaluations
6. Priority of Scheduling
7. Assignment of Tasks
8. Operational Activities
9. Task Completion
10. Materiel Utilization
11. Preventive Maintenance
12. Minor Repairs
13. Major Repairs
14. Materiel Allocation
15. Materiel Selection
16. Submitting Work Orders
17. Submitting Requisitions
18. Approve Purchase Orders for Payment
19. Budget Allocation
20. Budget Submissions
21. Community Requests

POSITION RESPONSIBILITIES

INSTRUCTIONAL MEDIA SERVICES

Level VI: Director

1. Assign jobs according to personnel qualification and job description
2. Interview and make staff employment recommendations
3. Assess needs and recommend purchases
4. Serve as a consultant to the faculty
5. Call and chair Instructional Media staff meetings
6. Co-chair the Learning Resources Committee
7. Serve on campus and/or district committees
8. Serve in local, state, and national organizations
9. Evaluate effectiveness of new programs and/or materials
10. Attend Directors meetings
11. Design and conduct in-service programs

Level V: Coordinator

1. Oversee performance of assigned workers
2. Interview and recommend students for employment
3. Suggest efficiency measures
4. Assess needs and make recommendations for purchase
5. Serve as a consultant to the faculty
6. Serve on campus and/or district committees
7. Serve in local, state, and national organizations
8. Assign student workers
9. Complete all required reports
10. Maintain accurate utilization records
11. Evaluate effectiveness of new programs and/or materials
12. Assist faculty and students in every way possible consistent with this decision-making level

Level IV: Assistant

1. Oversee performance of assigned student workers
2. Interview and recommend students for employment
3. Suggest efficiency measures
4. Complete all required reports
5. Maintain accurate utilization records
6. Assist faculty and students in every way possible consistent with this decision-making level

Level III: Attendant

1. Oversee performance of assigned student workers
2. Interview and recommend students for employment
3. Suggest efficiency measures
4. Complete all required reports
5. Maintain accurate utilization records
6. Assist faculty and students in every way possible consistent with this decision-making level

Level II: Clerical

1. Oversee performance of assigned student workers
2. Interview and recommend students for employment
3. Suggest efficiency measures
4. Complete all required reports
5. Maintain accurate utilization records
6. Assist faculty and students in every way possible consistent with this decision-making level

Level I: Part-Time

1. Immediately notify superior when encountering difficulty
2. Maintain a friendly and cheerful attitude
3. Assist faculty and students in every way possible consistent with this decision-making level

CRITERIA FOR POSITION APPOINTMENT

MEDIA SERVICES

Level VI and V: Director and Coordinators

Persons appointed to these positions must have earned a Masters Degree as a minimum. A teaching background and working experience in the field of media is desirable but not mandatory. The position requires a close working relationship with faculty, students, and administration; therefore, persons occupying these positions must be friendly, helpful, and sincere.

Level IV and III: Assistant and attendant

A college degree is desirable but not mandatory. In lieu of an earned degree, demonstrable proficiency and/or working experience in each area of specialization is acceptable.

Level II: Clerical

Proficiency in office skills and procedures is the major criteria for appointment at this level. Prior working experience is highly desirable.

Level I: Part-time

Student workers may be employed through the Work Study Program or as Student Assistants. Each must demonstrate an eagerness to work and be courteous to faculty, staff, and to other students. Some positions at this level require a more mature individual;therefore, older, usually retired, persons are employed. They too must demonstrate an eagerness to work and be courteous to those with whom they come in contact.

PROJECTIONS

Expansion of Learning Resources services must occur in all dimensions if TCJC is to attain and maintain its avowed purpose of excellence of instruction.

This expansion of capabilities must be planned, orderly and continuous. Major advances, of course, should be timed to correspond with the phases of overall campus expansion. Everyone concerned with the campus and district development program must be aware of these major needs and of the necessity to include them in the monetary projections and allocations.

I. Prime areas to be considered for expansion in the immediate future are these:

A. Improved local production facilities.

1. Instructional television. This would entail relocating the TV studios to the LRCs. Of course, any expansion or additions should not occur without up-grading the quality of the production equipment, including that of color capability.

2. Audio Production facilities. Addition of sound-proof recording areas located near faculty offices and continued up-grading of master recording studios in order to produce the highest quality possible in instructional tapes.

3. Graphics facilities. Addition of desperately needed space for graphics production. Purchase of new equipment which would permit local color processing. Removal of "non-instructional" materials production from campus graphics centers to a district production center and print shop. This would allow more time to be devoted to quality instructional materials and reduce reaction time at the campus level.

B. Expanded individualized retrieval facilities. Relocate carrels to study areas of the LRC to satellite learning centers. Modify existing systems as follows:

1. Additional video sources and retrieval stations including a communication system from student carrels to the control center in order to adequately serve the demand needs of the students. Any additions or modifications of the system should also include conversion to color video retrieval.

2. Modification of the audio portion of the retrieval systems to provide rapid cassette duplication of the programs at terminals located in satellite centers and remote areas.

C. Expansion of the campus distribution systems. Each new and existing classroom should be wired for reception of color CCTV. Sources of material for the CCTV system would be:

(1) Video taped lessons or supplementary materials, (2) 16MM motion pictures and (3) live studio presentations, if necessary, to a mass audience.

Each classroom receiving station should be equipped with a "CALL" button and intercom system, giving immediate access to any material desired by the classroom instructor. A "STOP/START" control in the classroom is also very desirable if engineering details can be overcome.

D. Further investigation of Computer Assisted, Aided, and Prescribed Instruction. This expansion should include terminals in the LRC and in each satellite learning center, including terminals within teaching facilities which make more frequent use of them; i.e., Math/Science, Data Processing, etc.

II. As needs are found to exist, in expansion of TCJC's program to better serve the community, this projection should include the addition of:

A. Open-circuit telecasting to the community via home TV reception. This would be used for public information of an educational nature as well as telecourses for credit.

B. CCTV and/or SSTV (slow-scan) distribution to "store front" learning centers located within the bounds of Tarrant County.

C. Extension of the dial system to include the capability of accessing material from the storefront centers, and, eventually, from homes.

D. Membership and participation in either or both of the regional information networks in the area.

1. NETINA - Television and computer data reception from other institutions in the area, as well as the transmission of such information to these institutions.

2. TAGER - This network could serve both the needs of the students (undergraduate courses for credit) and of the faculty (graduate courses, in-service and professional development information) from area institutions of higher education.